



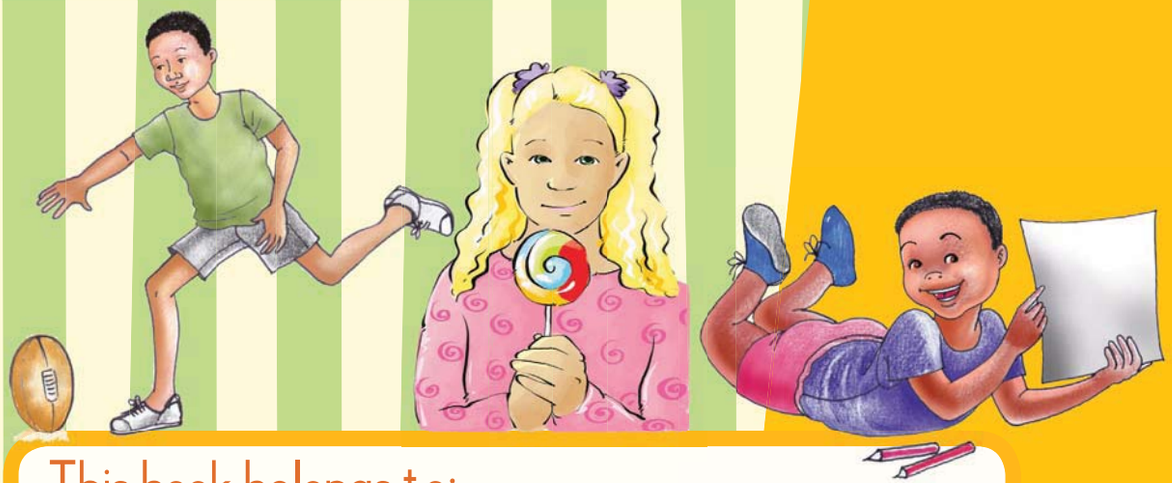


Grade 6

First Additional Language

ENGLISH

Term 1 & 2



This book belongs to:

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1

Joe plays soccer after all

DATE



Let's talk

Look at the title of this story and the pictures. Discuss with your partner what this story might be about.



Let's read



"Joe, get off the field!" the referee shouted across the soccer field. "You know the safety regulations at New Town School. No soccer boots, no play!" the referee said sharply.

Joe walked off the field, not daring to look up to see who was watching him. He just went to sit quietly next to the field and was not interested in how his team was doing.



The next Wednesday, Joe decided not to go to soccer practice. He stayed at home.

"Joe, why aren't you going to soccer practice?" asked his granny.

"It's no use, Gran. If I don't have soccer boots, I am not allowed to play. Some stupid safety rule!" Joe said sadly.

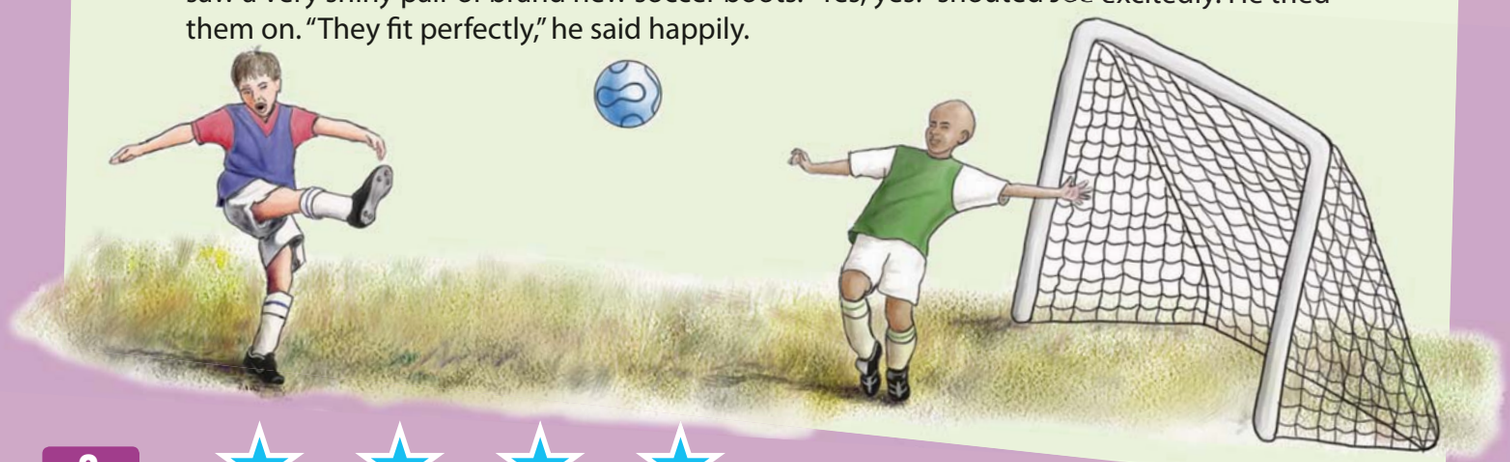
Granny gave her grandson a big hug and said nothing.

On Saturday morning, Joe sighed and pulled the blankets up over his head. He was sad that he was not going to soccer that day. What was he going to do all day?

Then he heard someone opening his door. It was Granny. " Your soccer team is waiting for their super striker, Joe," she reminded him.

"But Gran, you know I won't be able to play in the match next week. So what's the use of going to practice?" Joe asked.

Granny simply ignored his grumpiness and told him to close his eyes and hold out his hands. He felt something heavy being placed in his hands. It was a box. He opened it and saw a very shiny pair of brand new soccer boots. "Yes, yes!" shouted Joe excitedly. He tried them on. "They fit perfectly," he said happily.



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"But Granny, what money did you use to buy these, was it your pension money?" Joe asked.

"No my boy, your Granny is a wise old lady. Every month when I receive my pension money, I save a bit of it in the bank. I used that money to buy the boots."

"Thank you Granny! You're the best!"

Adapted from ANA Examination 2011: Saving for a better tomorrow.

NEW WORDS

Let's write

Circle the letter next to each correct answer. If you are not sure of the correct answers, go back and read the story again.

How did Joe feel when he was not allowed to practise?		Why did Joe pull the blankets over his head?	
A	Happy	A	He did not know what he was going to do all day.
B	Angry	B	He wanted to sleep because he was tired.
C	Tired	C	He was so sad that he could not play soccer that day.

What is the best name for the story?		Why did the coach not let Joe play without boots?	
A	How granny's savings helped.	A	Because he can't kick far.
B	Fun at soccer.	B	Because he could get injured.
C	Joe and the soccer team.	C	Because it was cold.

Number these sentences from 1 to 4 to show the correct order in which things happened in the story.

	He did not have soccer boots.
	Granny bought him soccer boots.
	The coach sent Joe off the field.
	He stayed at home.





Fill in the missing prepositions in these sentences.

Joe was sad because he had been excluded _____ soccer practice.

He did not have any money _____ the bank.

He knew he would not be allowed _____ the field.

Teacher:
Sign:
Date:

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2 Joe plays soccer after all

DATE



Let's talk

Talk to your group about how you felt when you read about Joe being prevented from playing soccer. Now make up a role play about the story of Joe. You will need three characters: Joe, the coach and the grandmother.

Rules for group or pair work

- ❖ Take turns to speak.
- ❖ Give others a turn to speak.
- ❖ Do not interrupt when others speak.
- ❖ Encourage everyone in the group to speak.
- ❖ Make eye contact with others.



Let's write

Imagine that you are Joe. Write an entry in your diary about what happened to you. We have started the diary entry for you.

Mo Tu We Th Fr Sa Su

Memo No.

Date / /

Dear diary

Last week my soccer coach sent me off the field because ...







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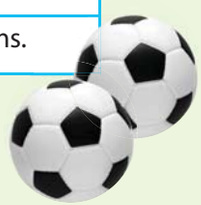
Draw a line to connect the first part of each sentence in column A to the correct part in column B to make a complete sentence.

A	B
If you do not study	you will not be allowed to play soccer.
If you do not have soccer boots	you will burn yourself.
If you play with fire	you will be late for school.
If you go to bed late	you will fail your exams.

NEW WORDS







Let's talk

Discuss this soccer league table with your friend. Think about which teams are doing well.

Junior League – Under 13 teams			
Team	Games played	Games won	Games lost
New Town School	8	7	1
Blueville Primary	7	7	0
Old Town Primary	9	5	4
Boy's Primary	9	4	5
Young Lions	8	3	5
Super Boys	6	3	3
Super Aces	9	0	9













Let's write

Now fill in answers to these questions.

Which two teams could win this tournament?	
Which is the worst team?	
How many games have Blueville won?	
How many games have Super Aces won?	
Which team has not lost any matches?	
Which team would you support? Why?	





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3 Different sports

DATE



Let's read Read this poem aloud in your group.

Don't ever ask a centipede
to play a game of soccer.
Remember, he has 50 pairs
of sneakers in his locker.

He's such a fierce competitor
that, if you ever meet,
at first you'll see his hundred
legs and then you'll see defeat.

Kenn Nesbitt

He dribbles 50 soccer balls
with 50 pairs of shoes,
and kicks them all concurrently.
He doesn't often lose.



Let's write Draw a line to match these words to their meanings.

concurrently	opponent
competitor	at the same time
fierce	creature with 50 pairs of legs
defeat	bad mood
grumpiness	aggressive
centipede	being beaten

Let's write Which words in the poem rhyme with these words?

soccer	shoes	meet
How many feet does a centipede have?		
Why does the poet think the centipede is such a good soccer player?		

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Let's write

Draw a line from the contraction on the left to its long form on the right.

shouldn't	do not
don't	will not
can't	should not
won't	cannot

The apostrophe (') is used in contractions in the place of a letter or letters: don't is short for do n(o)t. The apostrophe stands in the place of the o.

Now use an apostrophe to shorten the underlined words.

The boy <u>cannot</u> go to school.
The boy can't go to school.
Joe <u>should not</u> play soccer next year.
Granny <u>did not</u> use her pension money to buy the boots.

Let's do

Sports quiz



Look at the pictures and then fill in the names of the sports so that they fit into the available spaces. This symbol in the crossword is for the word fun.

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Date:

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4 Writing a story

DATE

Let's write

Read the story about Joe in Worksheet 1 again. Then look at the pictures in this worksheet. Talk to your friend about what is happening in each of the pictures, and fill in answers to the questions in the boxes below.

Who are the main characters in this story?

What is the story about? (What was the situation or problem?)

Story plan



How does it end? How was the problem solved?

What events take place?

Now write the story in your own words.

Use your notes from the plan to write your story on rough paper. When you have done this, carefully read what you have written and correct any mistakes. Then ask your friend to read through your story and to help you to fix any errors.

You are now ready to write the story neatly in the space provided below. Remember to give the story a heading.



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NEW WORDS







Teacher:

Sign:

Date:

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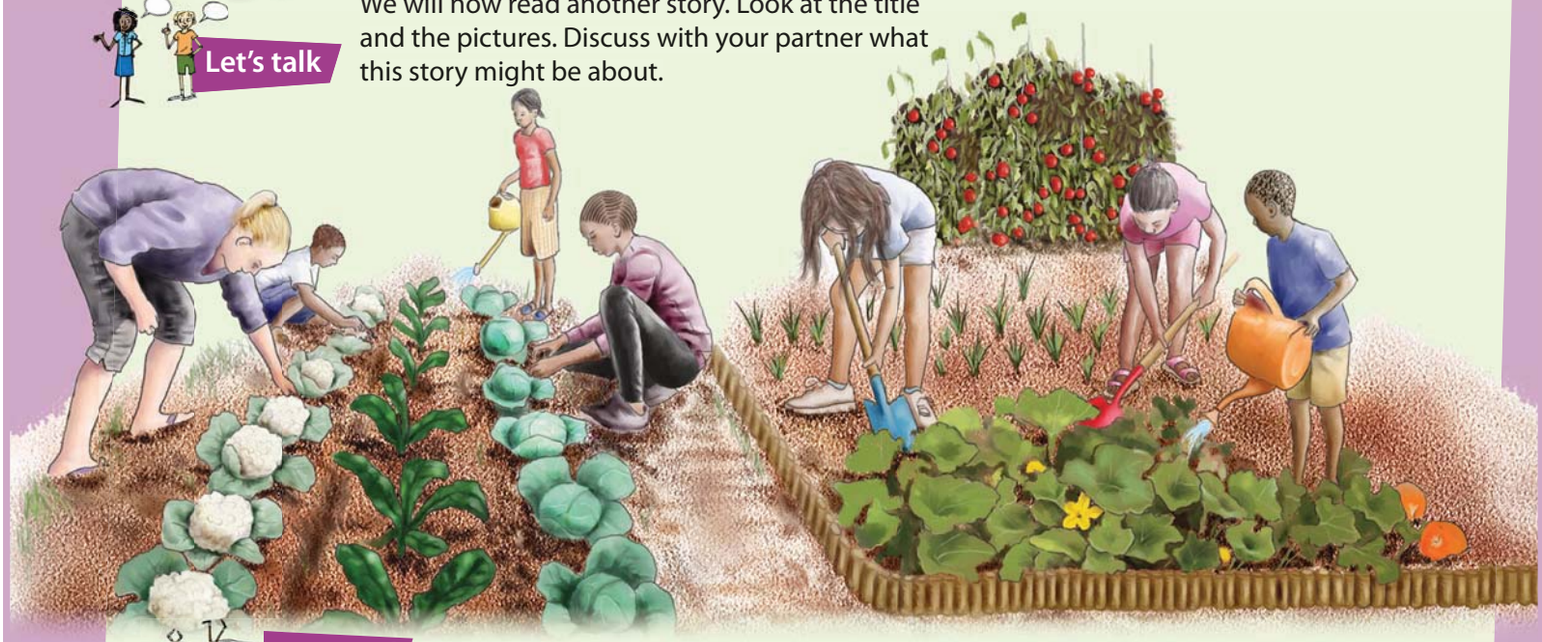
5

Our vegetable garden

DATE

Let's talk

We will now read another story. Look at the title and the pictures. Discuss with your partner what this story might be about.



Let's read

Mr Joseph, a grade 6 teacher, was a keen gardener. He encouraged us to help him start a school vegetable garden. The vegetable garden would work like this:

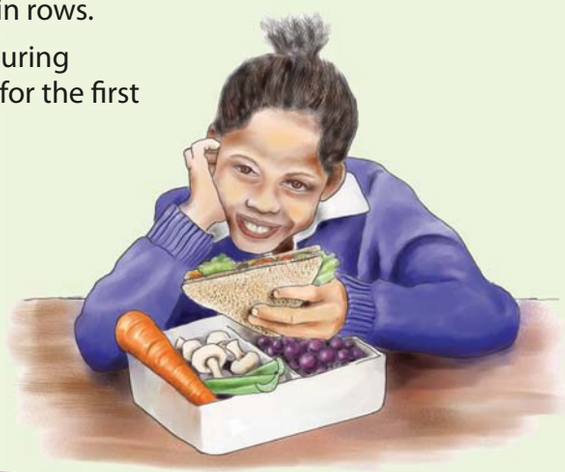
1) The school would give some of the vegetables to the children at school for lunch every day.
2) Every Friday, learners would be able to take some of the vegetables home to their families.
3) The remaining vegetables would be sold to make money for the school.

We were very excited and we all wanted to start immediately. We helped Mr Joseph to build a fence around the garden area so that animals would not eat the vegetables.

Mr Joseph explained how we should prepare the soil for the vegetables.

We divided ourselves into groups and each group prepared the soil to grow their own vegetables. Mrs Smith from the local nursery (where plants are sold) gave us some cabbage, onion, beetroot and spinach seedlings. We then planted the seedlings in rows.

We took turns to water the seedlings every day, even during holidays. After about six weeks, the spinach was ready for the first harvest. We were all very excited.



As time went by, all the other vegetables grew as well. Everyone was very proud of the garden. We wanted to share what we had learned with our families, so Mr Joseph organised a family day. All our parents came to see our garden. And of course they all had a delicious plate of vegetable soup for lunch.

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Let's write

Circle the letter next to the correct answer. If you are not sure of the correct answers, go back and read the story again.

Why did they build a fence around the garden?		Why did they invite the families to visit the school?	
A	Animals must not eat the vegetables.	A	To come for lunch.
B	Thieves must not steal the vegetables.	B	To learn about growing vegetables.
C	Cars must not drive through the garden.	C	To collect some vegetables.

Who was the grade 6 teacher?		Seedlings are	
A	Mr Jacobs	A	Little plants
B	Mr Joseph	B	A packet of seeds
C	Mrs Smith	C	Roots from another plant

Number the sentences from 1 to 4 to show the correct order in which things happened in the story.

	They took turns to water the garden.
	They planted seedlings in rows.
	Some spinach was ready for harvest.
	They prepared soil for vegetables.

Draw a line from the word in the green column to its meaning in the yellow column.

keen	start
begin	eager
encouraged	motivated
quickly	tasty
delicious	fast





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6 Plants

DATE



Let's read Read the poem aloud in your group. Feel the rhythm as you read.

Then underline the rhyming words in the poem. Do the words root and fruit sound the same?

The writer mentions a number of different parts of the plant. Circle these.

Match them to the labels on the opposite page.

Which plants have vegetables "at their roots"?





Look closely at a plant

A plant will grow from a tiny seed,
Some water and sun is all you need.
First the roots grown underground,
They suck up minerals from all around.
Then come stems, some tall, some stout,
And next the branches spread about.
Leaves grow in all shapes and sizes,
Watch this new life as it rises.
Flowers bloom from buds on stems,
They are as pretty as precious gems.
Some plants give us juicy fruit,
Some have vegetables at the root.
New seeds travel to and fro,
By wind and water, on the go.
And the cycle keeps on going,
Soon new stems and
leaves are showing.

R. Jordan



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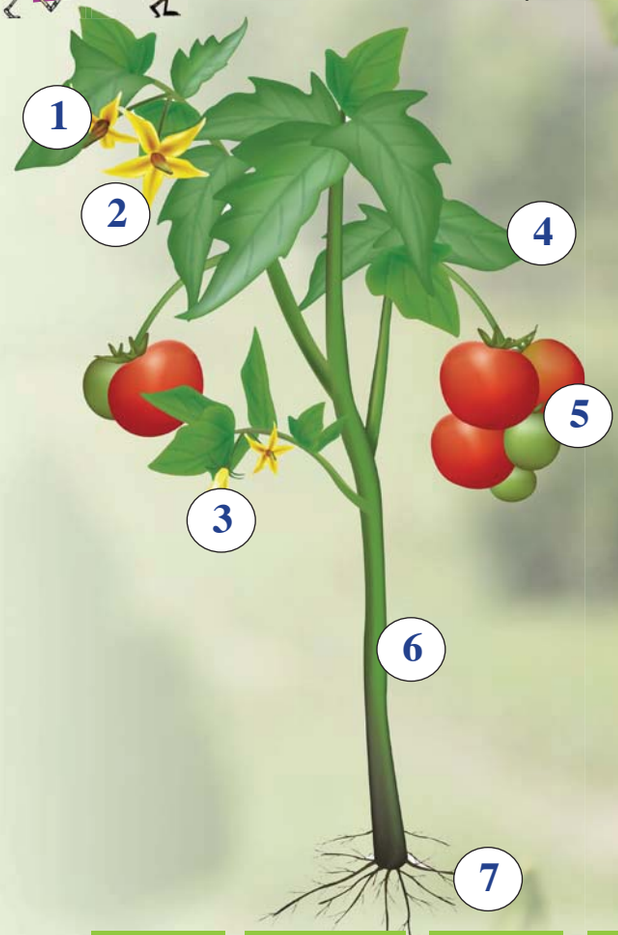
Look at the different parts of a plant. Then fill in the correct number and label into the space below each of the descriptions.

NEW WORDS



seed | flower | bud | stem | root | fruit | leaf

This part of the plant grows at the end of a stem.

1 bud

This part of the plant absorbs the sunlight and air, so that it can produce food.

This part of the plant carries the water from the roots to the rest of the plant.

This part of the plant attracts the bees so that they can make seeds.

This part of the plant absorbs water and nutrients from the soil.

This is where seeds are protected and stored.

This is where seeds develop. You can eat this fruit.



Teacher:

Sign:

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7 What is a gardening club?

DATE



When you need detailed information you must ask a question that starts with wh. The wh words who, whose, what, which, when, where and why are used to form this sort of question.



Let's write Look carefully at this next exercise. We have given you the answers. You need to write questions that start with the wh word we give you.

Mr Joseph shows the children how to plant the seedlings.

Who shows the children how to plant the seedlings?

They water the garden every day.

When do ?

Our parents came to see the garden.

Who came ?

They water the plants every day because the sun is hot.

Why do ?

The vegetable garden is at our school.

Where is ?

They built a fence.

What did ?

This is Jabu's jacket.

Whose ?

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Let's role play

Make up a role play in which you explain to three children why they should join the school gardening club.
They must ask you wh questions.



Let's do

Make a poster that will encourage children to join the school gardening club.

The poster should explain what the garden club is, when and where they should meet, and why the gardening club is so important. Draw a picture on the poster to attract attention.

Garden Club

Teacher:

Sign:

Date:

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8 Just checking

DATE

Let's write

Circle all the words that are in the past tense. Then draw a line to connect each present tense word to its past tense.



dig		ask
sang		shine
rain		took
asked		began
take		sing
begin		dug
shone		rained

ran		rang
come		eat
grew		slept
ring		run
swim		came
ate		grow
sleep		swam

Now choose 3 of the pairs of words you matched above and use them in sentences starting with today and yesterday.

Today

Yesterday

Today

Yesterday

Today

Yesterday



Circle the correct form of the verbs in these sentences.

At first, the learners take/took turns to water the seedlings.

They digged/dug holes for the seedlings.

Last month Mr Joseph asks/asked the children to help.

Sam's mother could not come/came to the school.

I slept/sleep late and so I missed the bus.

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Let's write

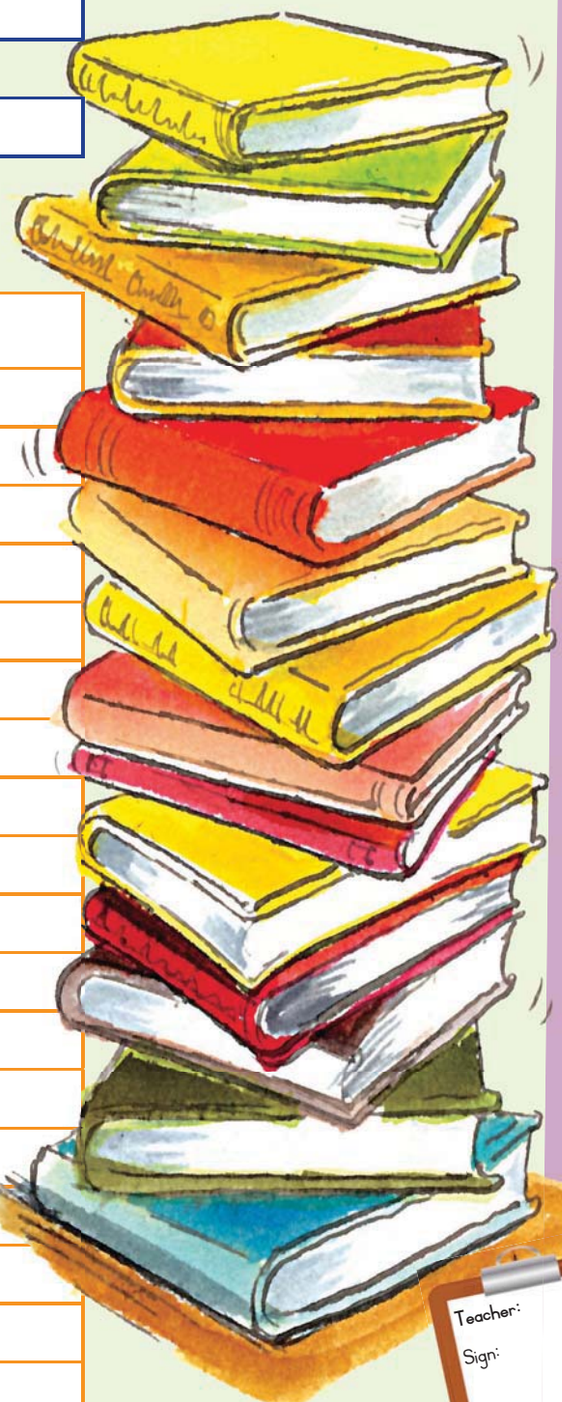
Rewrite these sentences using the correct punctuation and spelling.

NEW WORDS

gardening is fun for gurls and bois

mr joseph says we must be reddy to plant in september

newtown school has a good gardening klub



Choose a book you have read and enjoyed.
Now write a book review about it. Fill in the following information:

Title of the book	
Author	
Plot What happens in the story?	
Setting Where and when does the story take place?	
Characters Who are the people in the story?	
Theme What is the story about? What is the message of the story?	
What I liked What was the best part of the story?	
Recommendation Why you would recommend the story to a friend	

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9

What's the news?

DATE



KIDDY TIMES

31 March 2012

School eats its way to success

New Town School provides vegetables for families in the New Town village.

The Grade 6 teacher Mr Joseph started a school gardening project at the school in September last year. Every Friday the New Town children take vegetables home for their families. Presently the school supplies vegetables for 50 families (approximately 250 people in the village).

In addition, the school uses vegetables from the school garden for school lunches for 500 children.

Dr Baloyi, spokesperson from the Department of Health says "vegetables are very healthy especially for small children and for older or sick people." Vegetables supply the vitamins that people need to protect them from illness.

Yellow and green vegetables are rich in Vitamins A and C.

Vitamin C is found in yellow fruit and in green and yellow vegetables. Vitamin C protects us from diseases. It keeps our gums healthy.

Vitamin A, is found in green and yellow vegetables and is good for healthy skin, hair and eye sight.

Mr Joseph says the project will expand. I hope that more children will join the gardening club. We all need to work hard for a healthy community.



NEW TOWN SCHOOL WINS THE SOCCER LEAGUE

New Town School has won the 2012 soccer league.

The school coach, Mr Ramarumo, says that the team deserved to win because they trained hard this season.

Mr Brown of the School Soccer Association says that the "secret weapon" is the healthy food provided by the school. The players are stronger and healthier than they were last year.

Super Striker, Joe Jacobs, scored the winning goal against Blueville Primary last weekend.



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Rules for writing a good news article

1. First paragraph

In your first one or two sentences tell who, what, when, where, and why. Try to attract the reader's attention by beginning with a funny, clever, or surprising statement.

2. Second/Third/Fourth paragraphs

Give the reader the details. Include one or two quotes from people you interviewed. Use inverted commas to show what the experts say.

3. Last paragraph

End with a quote or a catchy phrase.



Let's write

Look at the newspaper on the previous page and then answer these questions.

What is the name of the newspaper?

What is the main headline?

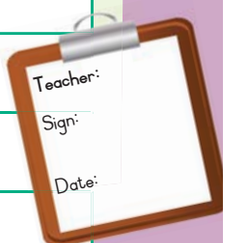
In what way does this headline attract our attention?

What stories appear on the front page of this newspaper?

How does the school garden project contribute to the school winning the soccer league?

Look at the news article about the vegetable garden and then find answers to these questions.

	Where do we get these vitamins?	Why do we need it
Vitamin A		
Vitamin C	Dark green vegetables such as broccoli and spinach.	
	Yellow vegetables: carrots, squash and pumpkin.	
	Yellow fruits: Oranges and Naartjies.	



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10 Healthy eating

DATE

Let's write

Draw a line to match these words with their meanings.

headline	group of people
quote	what the person says
community	should have
deserve	caption

Write these sentences in direct speech.

It is important that we eat fresh vegetables every day.

Dr Baloyi says "

Every school and every home should have a vegetable garden.

Dr Baloyi says "

We must grow vegetables for ourselves.

Dr Baloyi says "

We are now going to look at pronouns.

Underline the personal pronoun in each of these sentences.

These are personal pronouns:
I he she
it we you they

I am at school.	We are children.
She is a girl.	You are my best friend.
He is a boy.	They are playing soccer.
It is a daffodil.	We are eating our lunch.

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Let's write

Now look at this longer list of personal pronouns and then underline them in the next sentences.

PERSONAL PRONOUNS	
I	me
we	us
you	yours

he	him
she	her
it	it
they	them



That book belongs to me.
I gave the book to him.
She had her book in her bag.
This is your book.
We gave the soccer kit to them.



We know what personal pronouns are. There are also other kinds of pronouns, such as **reflexive pronouns**. Look at the table below to see what they are.

PERSONAL PRONOUNS		REFLEXIVE PRONOUNS
I	me	myself
we	us	ourselves
you	you	yourself
you	you	yourselves
he	him	himself
she	her	herself
it	it	itself
they	them	themselves



Look at the following sentences and underline the personal pronouns and the reflexive pronouns.

You must enjoy yourself during the holidays.
She is able to dress herself now that she is four years old.
She hurt herself when she fell from the tree.
I help myself to food at home.
They care for themselves when their parents are at work.



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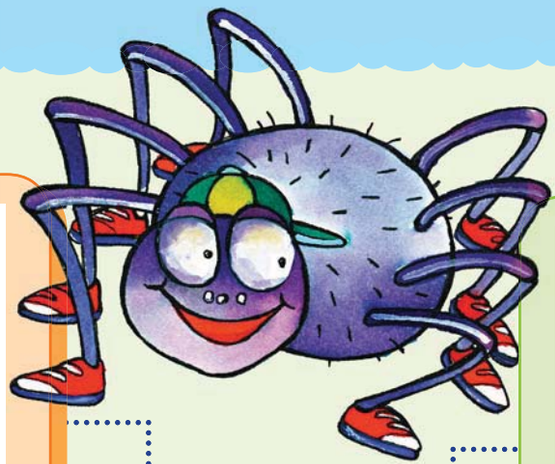
11 Planning your own news article

DATE



Work with a friend to plan your own newspaper article on an achievement in your school.

Think of the topic that you will write about. Fill in the topic of your article in the centre of the spider map and then fill in the four things you will write about in the four boxes. You can use the spider map as your guide when you write your newspaper article.



1

2

My newspaper article is:







3

4

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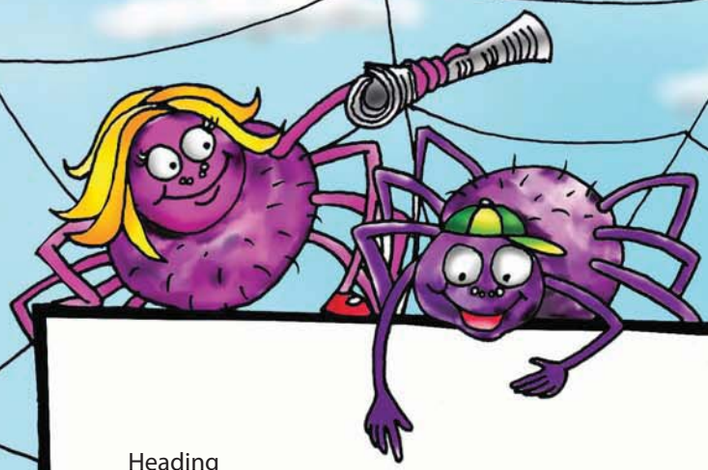

Before you start writing your newspaper article, read through the rules for writing an article in Worksheet 9.

Heading

Date

Draw a picture about your article

Teacher:

Sign:

Date:

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Term 1 – Week 3

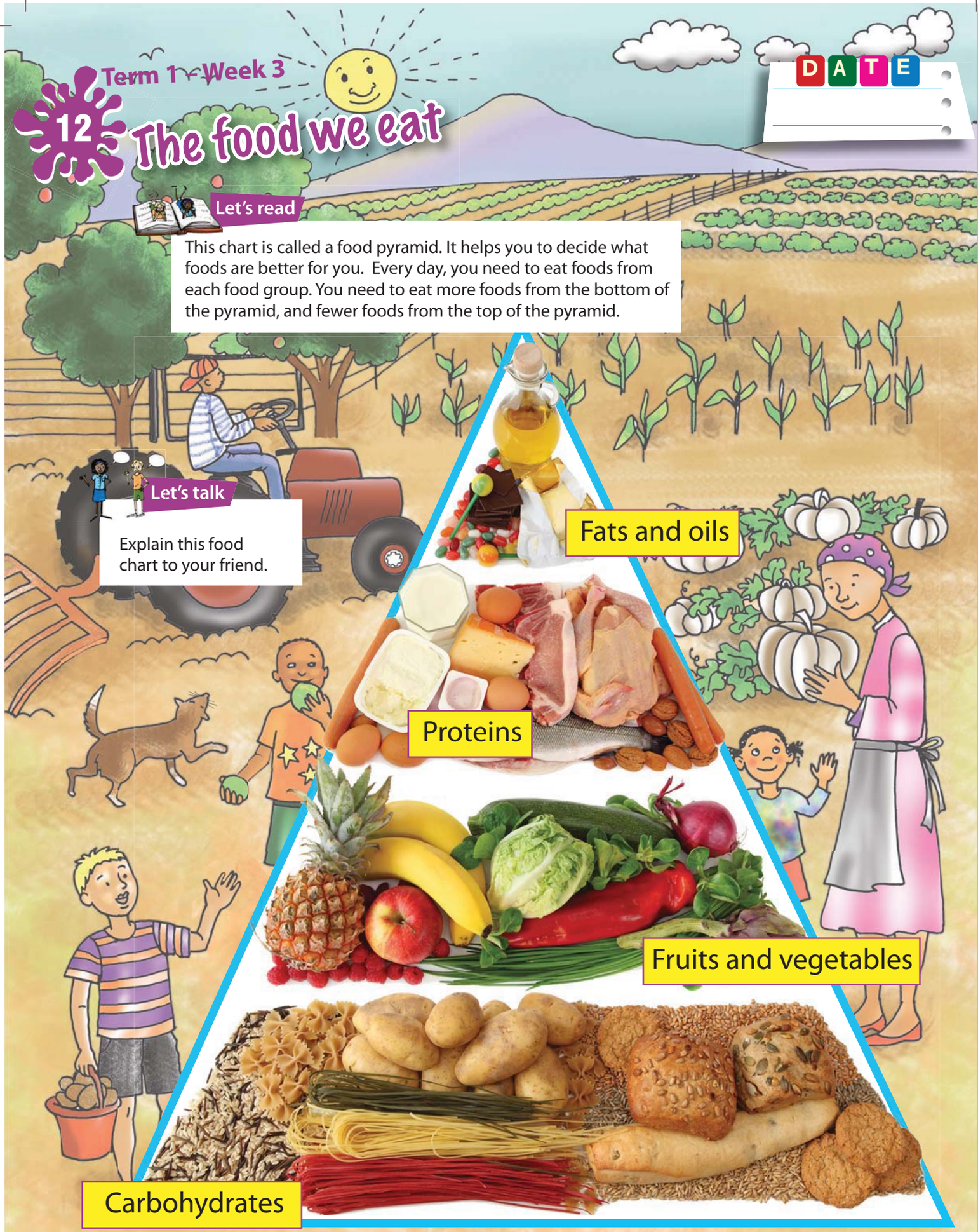
12

The food we eat

DATE

Let's read

This chart is called a food pyramid. It helps you to decide what foods are better for you. Every day, you need to eat foods from each food group. You need to eat more foods from the bottom of the pyramid, and fewer foods from the top of the pyramid.



Let's talk

Explain this food chart to your friend.

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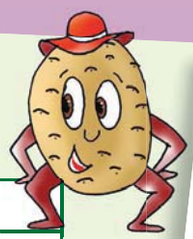
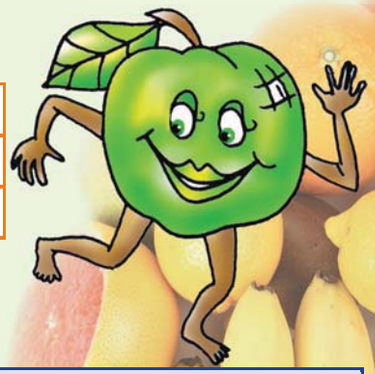
Let's write

What foods are in the protein group?



NEW WORDS

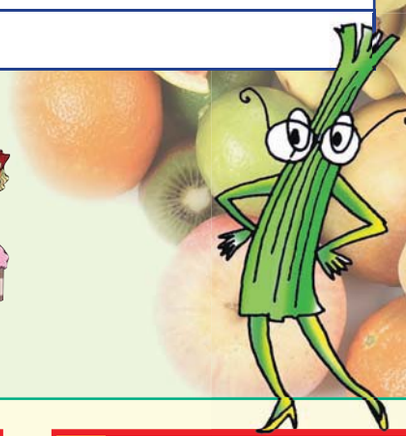
What foods are in the carbohydrate group?



Let's talk

Ask your friend to tell you what foods he or she has eaten in the past 2 days.

	Yesterday	Today
Fats and oils		
Carbohydrates		
Proteins		
Fruits		
Vegetables		



Let's write

Make a list of your favourite foods and fill them into the right place on the food web.



CARBOHYDRATES	PROTEINS	FATS AND OILS



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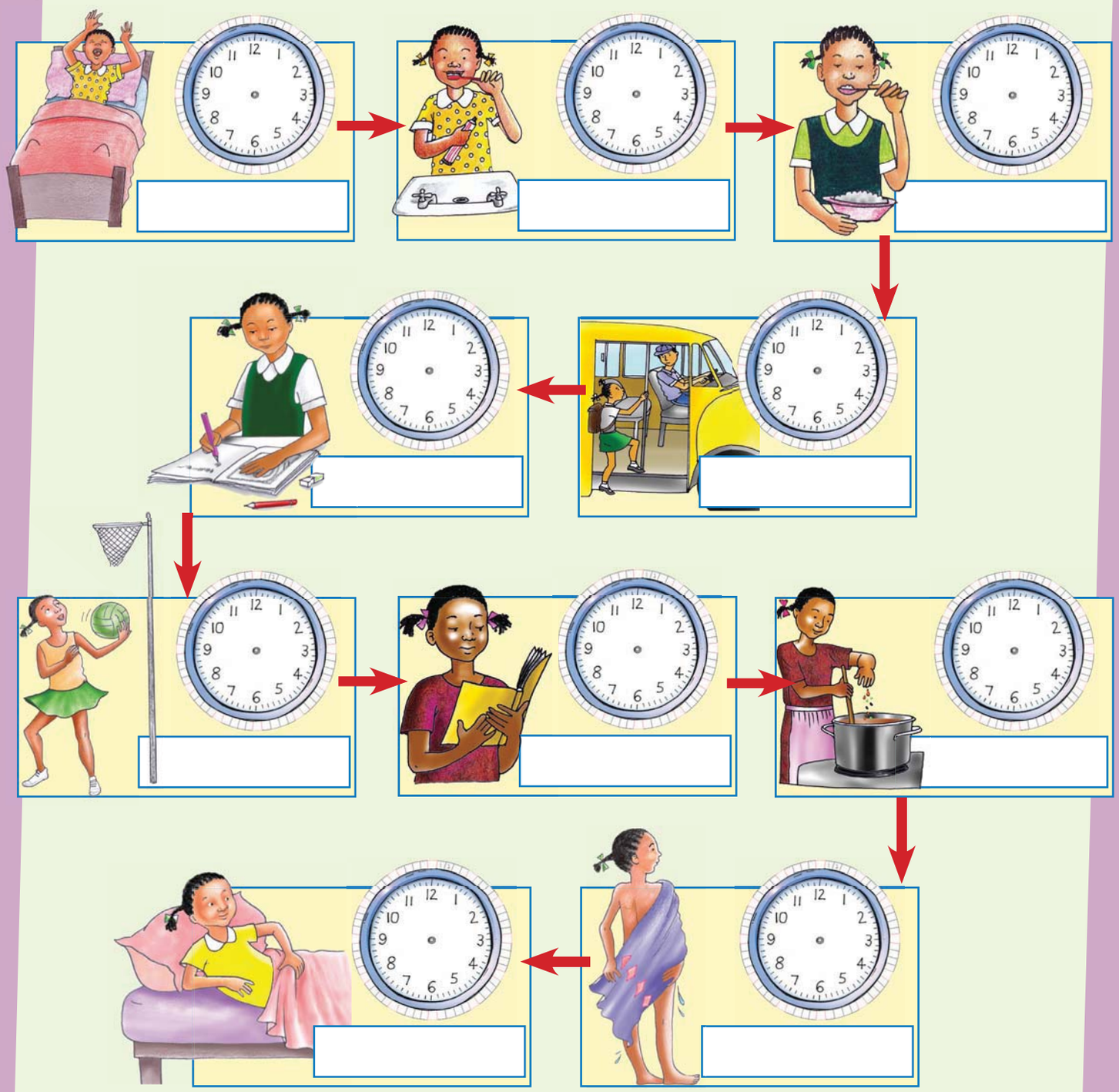
13 How to do it

Flow diagrams are used to give instructions and help us to place them in the correct order.

DATE



Let's talk Look at the flow chart that shows how Nomsa spends her day. Tell your friend what is happening in the flow chart. Fill in the time onto each of the clocks and write a caption in each box



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Let's write

The instructions below are for making a cup of tea.
They are in the wrong order. Write them in the flow diagram in the correct order.

Put three bags in the teapot.

Stir tea in cup with a teaspoon.

Leave to brew for five minutes.

Put enough milk in cup.

Warm the teapot with hot water.

Pour boiling water over teabags.

Fill a kettle with fresh water.

Pour tea from teapot into cup.

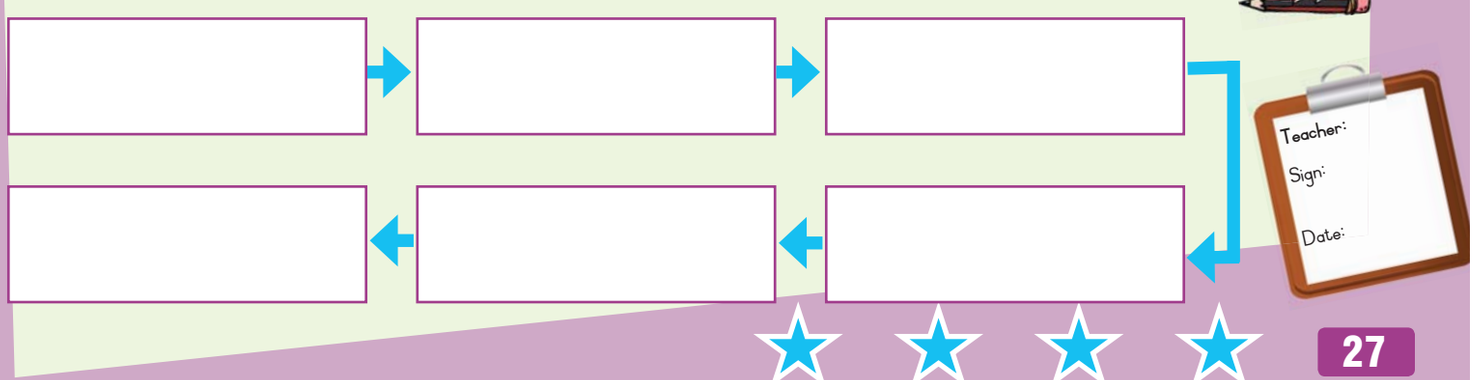
Boil the water in the kettle.



1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9

Now use these blocks to make a flow chart that shows how you spend a typical day.

Let's write



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14 Joining sentences

DATE



Let's write

Find and underline these conjunctions in each of these sentences.

and or but because



I like ice cream and sweets.

Do you want ice cream, or sweets?

I like ice cream but I don't like sweets.

I don't eat sweets because I don't want bad teeth.

Now join these sentences using the conjunctions in red.

I like sweets. I like cake. (and)

I like sweets and cake.

We use conjunctions or joining words to join two simple sentences. Look at the example and see what words we leave out of the joined sentence.

The dog chased the car. The cat chased the car. (and)

The boys play soccer. They play cricket. (and)

I like sweets. I don't like cake. (but)

I learn hard. I want to pass my exam. (because)

I like rain. I don't like hail. (but)

I like to swim, My brother doesn't. (but)

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Let's write

Write two sentences about what you like at school.

NEW WORDS

Now join them using "and" to make one sentence.

Trace along the lines to find the correct collective nouns for these animals.
When you have found the answer, write it in the correct space below each picture.

When we say "a team of soccer players" we speak of a collective noun.













army

troop

pride

litter

swarm

flock

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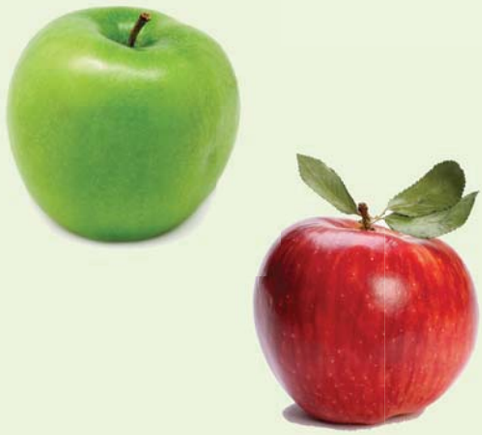
15

How do we digest our food?

DATE

Let's read

Read the explanations below. As you read about what each part of our digestive system does, point to the correct part of the picture.



1

You chew an apple. **Your teeth** and the **saliva** in your **mouth** makes the apple pieces soft so you can swallow them.

2

The soft pieces go down your **oesophagus**.

3

The pieces go to your **stomach**. The juices in your stomach break the apple down into a liquid.

4

The liquid apple goes into your **small intestine**. The nutrients from the apple are sent into your blood. Your blood carries the nutrients to the parts of your body that need them.

5

The parts of the apple that your body does not need, enter your **large intestine** and eventually leave your body.

Let's talk

Use the explanation and picture to explain to your friend how food is digested in the body.

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Let's write

Complete a flow chart to show what happens to the food we eat.

Do these word sums to form compound words, as in the example.

1. tooth + brush = toothbrush 	2. jelly + fish =
3. rain + bow =	4. cat + fish =
5. butter + fly =	6. tea + spoon =
7. star + fish =	8. fire + man =
9. bull + frog =	10. cup + cake =











1 toothbrush 2 jellyfish 3 rainbow 4 catfish 5 butterfly
6 teaspoon 7 starfish 8 fireman 9 bullfrog 10 cupcake

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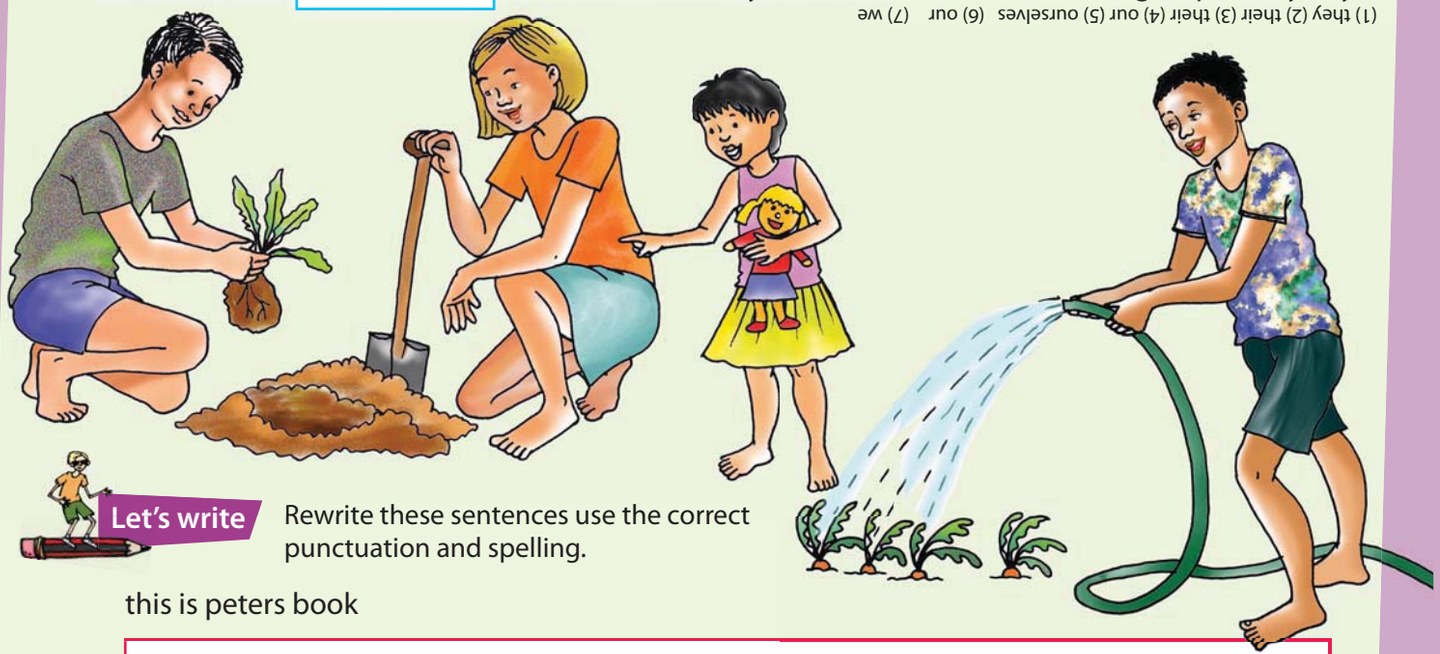
16 Just checking

DATE

Let's write Fill in the correct personal and reflexive pronouns.

Joe's teacher told the children that (1) _____ must grow (2) _____ own vegetables for (3) _____ families. We can all help (4) _____ families. We will enjoy (5) _____ while working in the garden. Vegetables give (6) _____ bodies the vitamins (7) _____ need. We should try to eat from each of the food groups every day.

(1) they (2) their (3) their (4) our (5) ourselves (6) our (7) we



Let's write Rewrite these sentences use the correct punctuation and spelling.

this is peters book

_____

the teacher asked where is your homework

_____

my birthday is in march and joes birthday is in june

_____

on wednesday peter and joe will go to polokwane

_____

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Let's write

Now rewrite these sentences in the past tense.

We grow beans, carrots, peas and tomatoes.

We go to the shop.

We eat vegetables from the garden.

We cook our food then we go to sleep.

Let's write

Break these words into two parts.

strawberry		daylight	
doorway		stepladder	
sunshine		daylight	

Let's match

Match these words with their synonyms (words with the same meanings).

The family is very (rich) _____.

They had a (fight) _____.

I (hope) _____ I win the prize.

The (robber) _____ broke into our house.

In winter the weather is (cool) _____.

I could hear the little girl (cry) _____.

sob
chilly
damp
wish
thief
argument
wealthy

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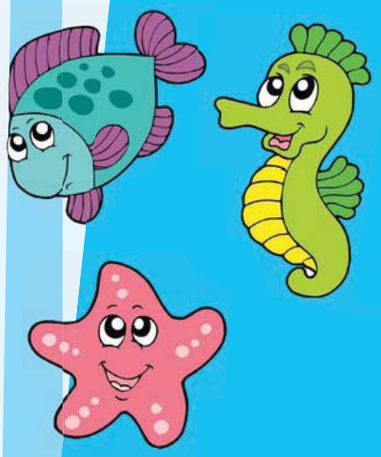
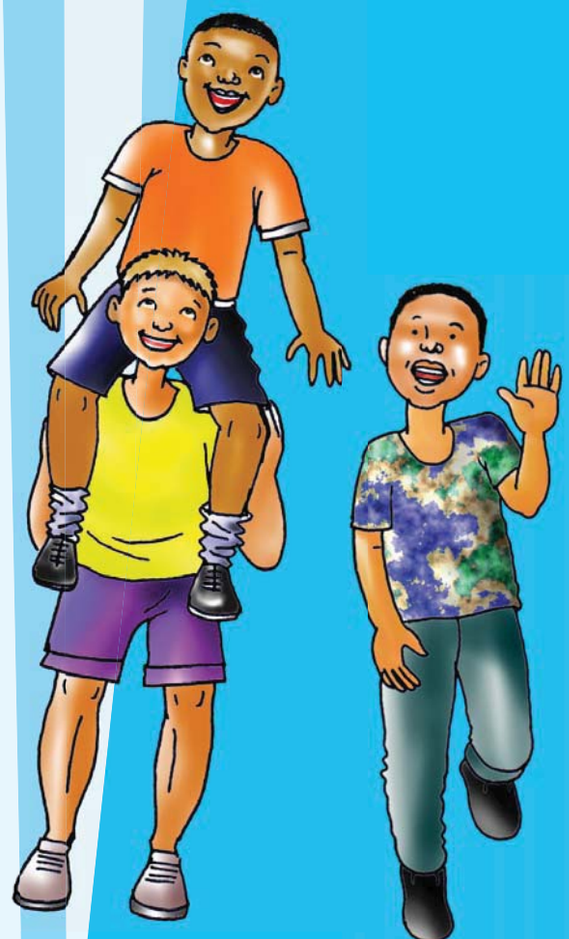
On earth and below the sea







17

A story about Myrtle the turtle

DATE

The word Myrtle rhymes with turtle. They both have an ur-sound like the word nurse, even though they are spelled differently.



Let's read

The pollution of the ocean is an **environmental** problem that affects the lives of the creatures that live in the ocean. Look carefully at the pictures and see how Myrtle the turtle gets **tangled** in some plastic that someone threw into the sea.



Let's write

Fill in the speech bubbles to show what the turtle says in each picture.

Myrtle and her family have lived in the sea for nearly half a century. They have many friends.

I am so hungry. I wonder what we will find to eat today.

Myrtle wonders what all the things at the bottom of the sea are.

I don't know. I don't think we can eat that.

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While swimming, Myrtle gets tangled in a plastic bag. It wraps around her fins and shell.

Myrtle asks her friends to help her. The octopus tries to help her. Even with eight legs he is not able to help.

I am using all my legs but I can't get it loose.

Please can you help me?

I will try.

Myrtle asks the jellyfish to help her.

Myrtle starts to feel weak. The plastic pulls tighter and tighter around her. That night she is too weak to stay under water and floats upwards, to the surface.

Look, she is hurt from the trash that people throw into the sea. Let's take her to the clinic.

Then two men on a boat spot Myrtle. They rescue her and take her on their boat to a marine care centre. At the centre, they give her an injection to help her sleep while they work on her. When she wakes up, she is free of the plastic bag.

The man looks after Myrtle at the marine centre until she is well again. Then he returns her to the ocean and releases her back into the sea.

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18 Caring for sea animals

DATE

Let's read Read what three of your friends wrote in their speech bubbles in Worksheet 17. Whose story do you think is the best? Why?

Let's write Go back and read the story of Myrtle in the previous worksheet and then answer these questions. Circle the letter next to each correct answer. If you are not sure of the answers you need to read the story very carefully again.

What is the main message of this story?	
A	Throwing trash into the sea can hurt sea animals.
B	Sea animals should not go near litter.
C	How silly the turtle was to swim near the litter.

How long has Myrtle the turtle lived in the ocean with her family?	
A	For about 10 – 15 years.
B	For about 15 – 20 years.
C	For about 45 – 50 years.

Who would you blame for Myrtle's situation?	
A	Humans.
B	The other animals for not warning her.
C	Myrtle for greedily looking for food.

What is the best name for the story about Myrtle?	
A	How humans trick animals.
B	How Myrtle's dinner ends in disaster.
C	How pollution hurts animals.

Let's write Number these sentences from 1 to 6 to show the correct order in which things happened in the story.

	She got trapped in a plastic bag.
	Today Myrtle was hungry and went to look for food.
	Myrtle has lived under the sea for 50 years.
	She saw a lot of litter at the bottom of the sea.
	None of the other animals could help set her free.
	She floated to the surface and a man in a boat helped her.

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Let's write

Draw a line to match these words with their meanings.

marine	littering or destroying the environment
pollution	living in the sea
environment	to set free
tangled	the natural world
release	trapped

NEW WORDS

Let's write

Imagine you are Myrtle the turtle. Write a diary entry saying what happened to you and how you were rescued.

Dear diary

Today I was looking for food at the bottom of the sea. Suddenly I saw some interesting objects. ...

Teacher:

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19 Keeping the environment clean

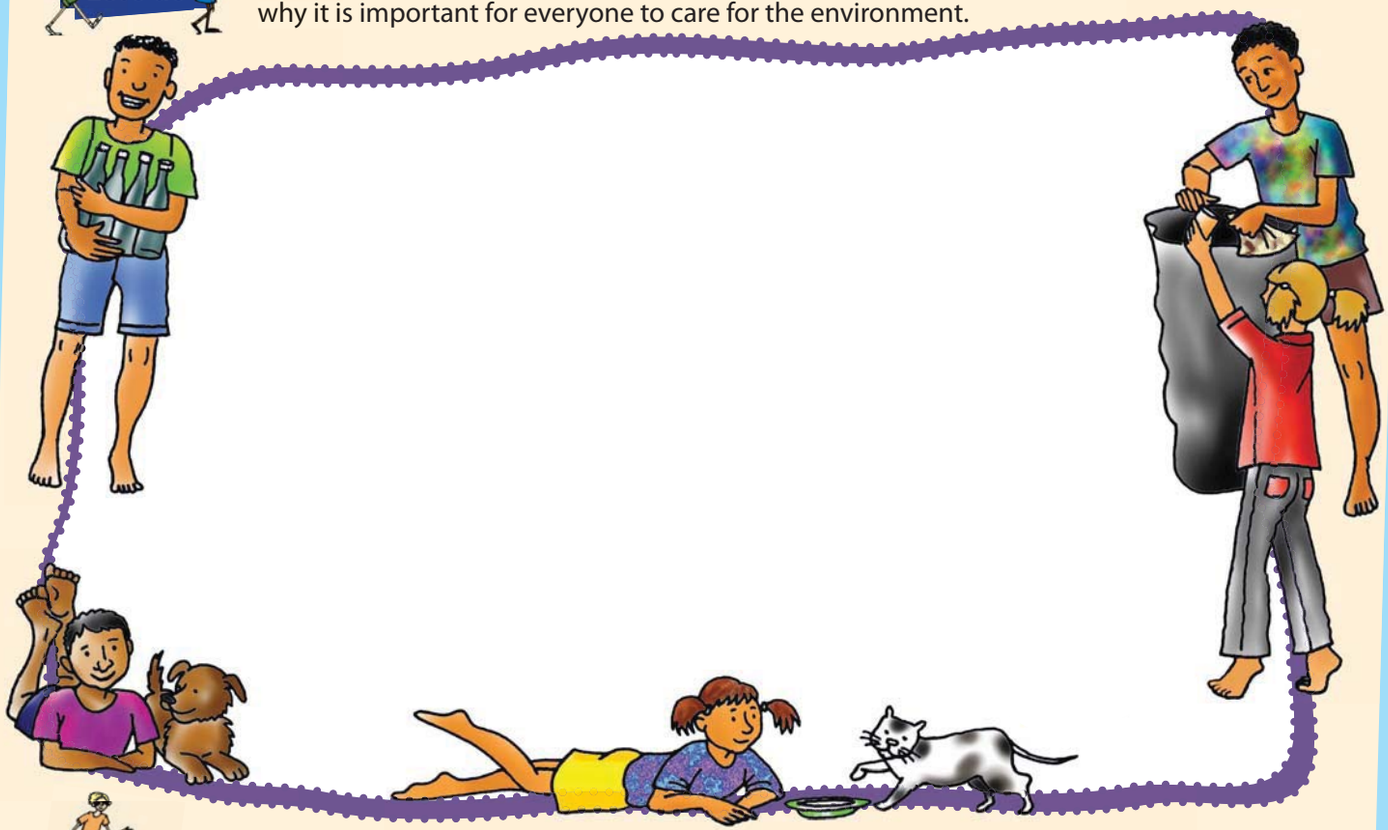
DATE

Let's role play

Make up a role play about the story of Myrtle the turtle.

Let's do

Now design a poster to encourage people to keep the environment clean – choose either the land or the oceans. Also provide contact details for an animal-care organisation that people can join to help animals in need of help. Your poster should contain a very strong message about why it is important for everyone to care for the environment.



Let's write

Now check your own poster. Look at your poster and answer the following questions. Put a tick ✓ for yes or a ✗ for no next to each question.

Did you draw a picture to draw attention to the harm that litter can do?	
Did you use colours to attract attention?	
Did you use emotive words (words that speak to people's feelings) to persuade people not to harm our sea animals or our land animals?	
Is it clear what age group your poster is targeting?	
Does your poster contain the message that humans must help injured animals?	
Does the poster give contact details for people to join an animal care organisation?	

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Let's read

Read the poem aloud to your friend.
Then underline all the past tense verbs in the poem.

NEW WORDS

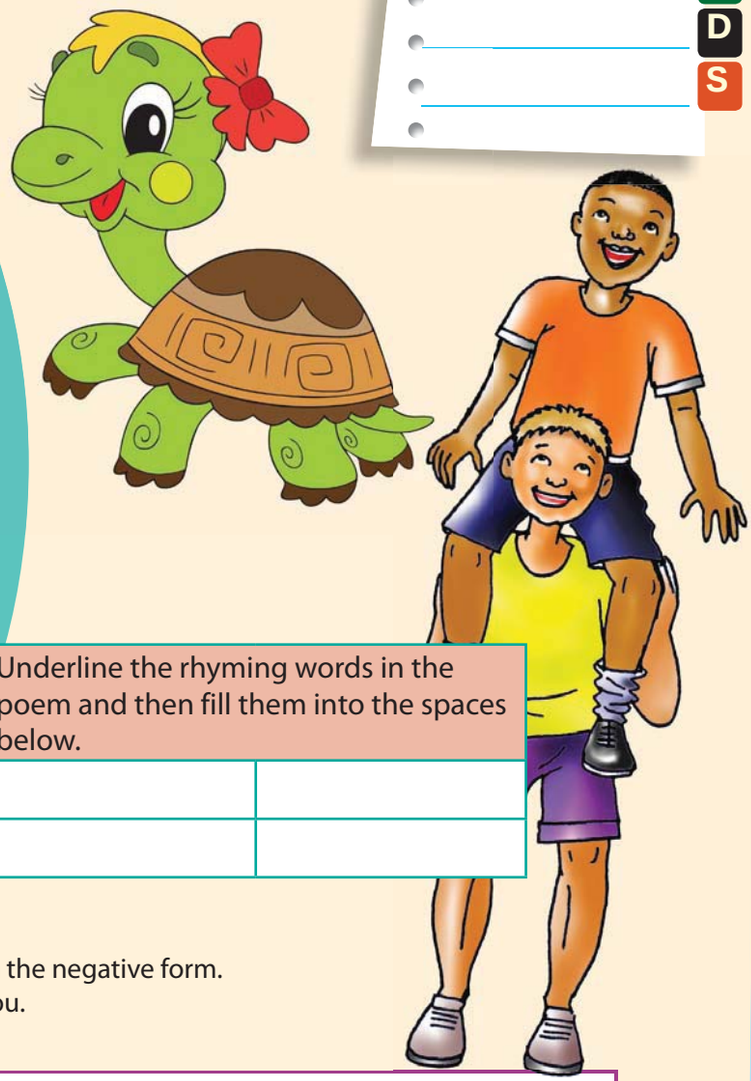
The little turtle

There was a little turtle,
He lived in a box.
He swam in a puddle
He climbed on the rocks.

He snapped at a mosquito,
He snapped at a flea
He snapped at a butterfly,
And he snapped at me.

He caught the mosquito,
He caught the flea.
He caught the butterfly,
But he didn't catch me.

Adapted C Lindsay



Underline the rhyming words in the poem and then fill them into the spaces below.

Let's write

Rewrite these sentences in the negative form.
Use these words to help you.

She caught me.

She didn't catch me.

He snapped at me.

It chased me.

She has a book.

I have a pen.

We have fun.

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20 Under the sea

DATE



- Have you ever seen a website?
- Talk about each item of information given on this website.





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Quick links | Tortoises, turtles and fish | Other sea animal | How turtles lay their eggs | Where turtles live

The tortoise

The tortoise is a reptile with four scaly legs and a wrinkly neck and head. It moves slowly along with its shell house on its back.

There are different types of tortoises.

I live in the sea.



I live in fresh water in the wetlands.



I live on land.



Their shell

Tortoises and turtles are reptiles that have a hard shell covering their bodies. Tortoises live on land and turtles live in the sea. Because their shells are so heavy, they can only move slowly on land.

Turtles and tortoises can live for more than 100 years.

How turtles lay their eggs

Turtles lay their eggs on land. They dig a hole in the sand and lay their eggs in the hole. Then they cover the eggs with sand and return to the sea. When the babies hatch, they walk to the sea.

Where turtles live

A turtle spends most of its life in the sea. Turtles move slowly on land, but in water they can swim very fast. They eat jelly fish, other sea animals and seaweed.

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Let's talk

- What are the differences between a tortoise and a turtle?
- Where do turtles lay their eggs?

Now write down one idea from each item on the web page.

Let's write

Tortoises, turtles and fish

Search

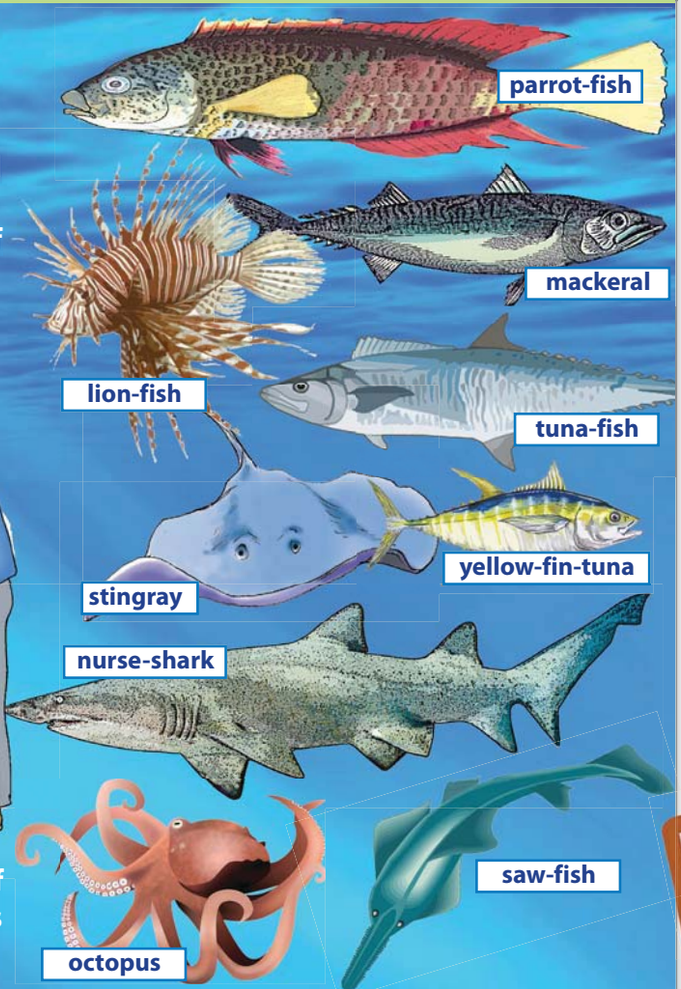
Creating a fish scene

Make your own fish tank.

Paint the inside of a shoe box blue-green and turn it on its side. Then cut out the fish at the back of the book. Attach the fish to the top of the box with sticky tape and string.



There are more than 13 000 different types of fish. Some fish live in colder water and others live in warmer water.



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21 News from the sea

DATE

Let's read

Address

224 Waterway Road
Fish Hoek
Cape Town 1234

Date

12 March 2012

Salutation

Dear Joe

It was great seeing you at the school soccer last week. I hope you can convince your parents to let you visit me during the next school holidays. We can go to the beach and take a cable car up Table Mountain.

I now go to a big school near Cape Town. There are nearly two thousand children at the school. Our school is near the beach, so it is important that we all learn about water safety and swim only in areas where there are life-guards.

I don't like swimming in the sea around here very much. I find the water far too cold, since we were used to the warm Indian Ocean around Durban. Here, the sea is very cold because of the cold currents in the Atlantic Ocean.

Look at the internet. There is a newspaper article about a shark attack that took place near to where I live. The man was saved by a seal. We are learning about sharks and seals at school.

Your friend

Paul

Let's write

Paul gives a lot of information in his letter. Write down three things he tells Joe.
1
2
3
Why do you think Paul is learning about sharks and seals at school?

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Let's write

Write a letter to your friend. Give your friend news about what you have been doing at home and at school, or about any other interesting activity. We have given you suggestions for each paragraph. Write the letter in rough first and let your friend check it. Then write it neatly on this page.





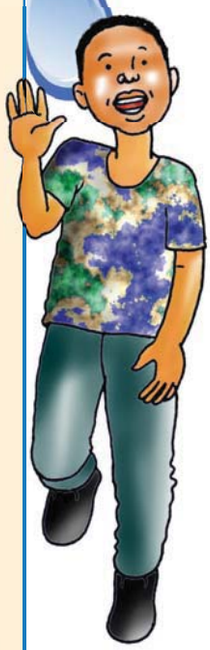
Fill in your address

Date

Dear _____

Begin with greetings.

Write about your first item of news.

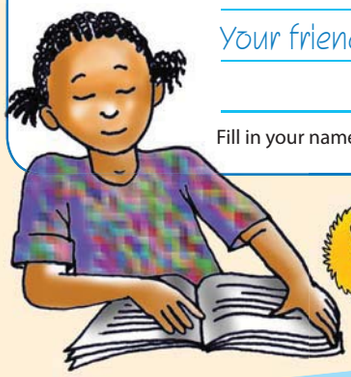


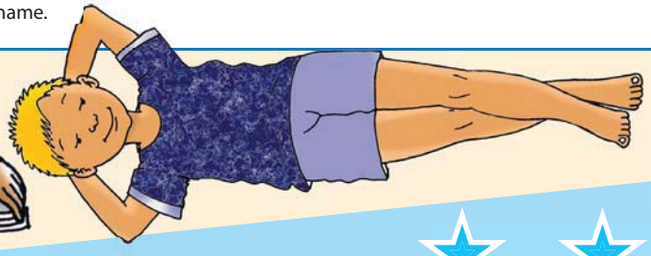
Write about your second item of news.

End your letter.

Your friend

Fill in your name.







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Term 1 – Week 6

22

Shark attack

DATE

Let's read

Read this newspaper article on this website.

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Quick links | Shark attack | Other sea animal | Sharks and bony fish | Shark anatomy

Seal saves man from a shark *September 2011*

Michael Cohen's life was saved after he was attacked by a great white shark. Michael was **saved** by two hero friends who pulled him from the water – and a seal. **Witnesses** explained how the 3 metre shark was ready to attack Michael a second time, but was distracted when the seal swam between the shark and the man.

The seal then swam in a circle around Michael. This gave his two friends a chance to drag him to the shore while the **dangerous** shark was a few meters away. Michael's friends bravely **waded** into the blood-red water after the shark had bitten Michael's right leg. They stopped the bleeding and managed to save his life.

Former South African surfing champion Tracy Sassen saw the attack. She said: "I saw a big splash and thought it was a seal taking a fish. Then people started **rushing** into the sea and pulling this guy out."

Craig Lambinon of South Africa's National Sea Rescue Institute spoke about what the seal did: "The seal circled the man and his rescuers as they rescued the man with the shark close by."



Great white shark tooth



Tiger shark tooth

TEETH

Sharks may have up to 3000 teeth. Most sharks do not chew their food, but swallow it in large pieces. The teeth are arranged in rows. If a tooth is damaged or lost, it is replaced by another. Most sharks have about 5 rows of teeth. The front set is the largest and does most of the work.

SHARK ATTACKS

When the great white shark becomes aggressive before an attack, it arches its back and throws back its head. This puts its mouth in a better position for taking a big bite. Sharks do not normally attack people.

The sharks that are most dangerous to people are the great white shark and the tiger shark.

Some people believe that sharks mistake people on surfboards for seals and sea lions, some of their favourite prey animals.

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Let's talk

- Read the article and tell your friend what happened to Michael. Tell the story in the correct sequence.
- When you have read the web page, say why you think the shark was distracted by the seal.
- How does a shark differ from bony fish?
- Why do they call them "bony fish"?

NEW WORDS

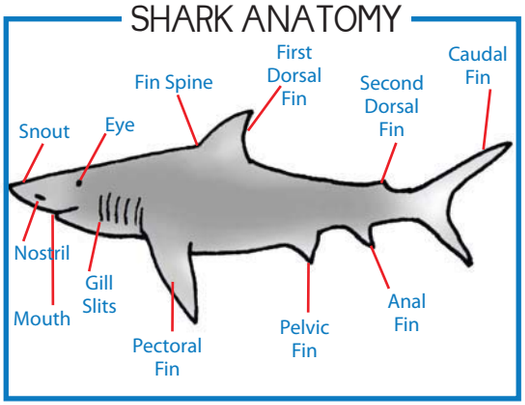
google

Sharks and shark attacks

Search

Sharks are a type of fish





Differences between Sharks and bony fish

	SHARKS 	BONY FISH 
Skeleton	Made of cartilage only	Has bones and cartilage
Swimming	Can only swim forward	Can swim forwards and backwards
Gills	Gill slits but no gill cover	Covered gill slits
Reproduction	Eggs fertilised in female's body	Eggs usually fertilised in the water
Skin	Rough, sandpaper-like scales	Slippery, overlapping scales

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23 Let's think about what we read

DATE

Let's read

Read the items on the website again. Make a list of the different items mentioned. Describe in a sentence what each item is about. Then number your list according to what you found to be most interesting. Compare your list with your friend's list.

Let's write

Now read the news article "Seal saves man", and the web item "Shark attacks". Then circle the letter next to each correct answer. If you are not sure of the correct answers, go back and read the story again.

What is it about the great white shark that makes it dangerous?	
A	Its bones are made of cartilage and not bone.
B	It arches its back when it is ready to attack.
C	It has about 3 000 jagged teeth and swallows its food whole.

Why do you think the shark was distracted by the seal?	
A	The seal swam in circles around the man.
B	It arches its back when it is ready to attack.
C	It has about 3 000 jagged teeth and swallows its food whole.

Who is the expert interviewed by the newspaper?	
A	Michael Cohen
B	Tracy Sassen
C	Craig Lambinon

Who was attacked by a shark in September 2011?	
A	Tracy Sassen
B	Michael Cohen
C	Craig Lambinon

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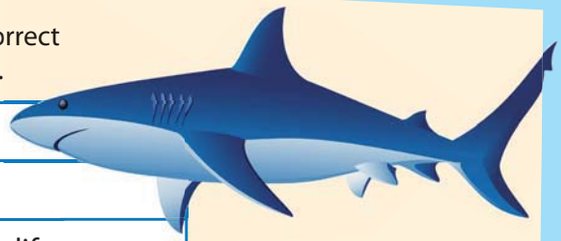
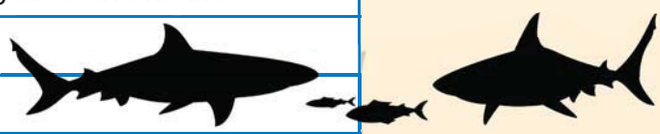
Let's write

Number these sentences from 1 to 6 to show the correct order in which things happened in the news article.



	Michael was taken to hospital.
	A seal swam around and distracted the shark.
	His friends stopped the bleeding and managed to save his life.
	The shark bit Michael's leg.
	His friends phoned the ambulance.
	Michael was saved by two hero friends who pulled him from the water.



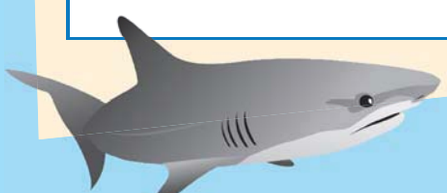
Let's write

Draw a line to match these words to their meanings.

distracted	moving quickly
wade	could not concentrate
witness	to walk with feet immersed in water
dangerous	somebody who saw what happened
rushing	can cause injury or death

Let's write

Imagine you are the shark in the story on the website. Write down your thoughts on what happened that day and say why and how you were distracted by the seal.





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24

Using information

DATE



Let's write

Look back at what you know about sharks.
Write a paragraph under each of the following headings.

What sharks look like.

What and how they eat.

What I know about sharks' teeth.

How sharks differ from bony fish.

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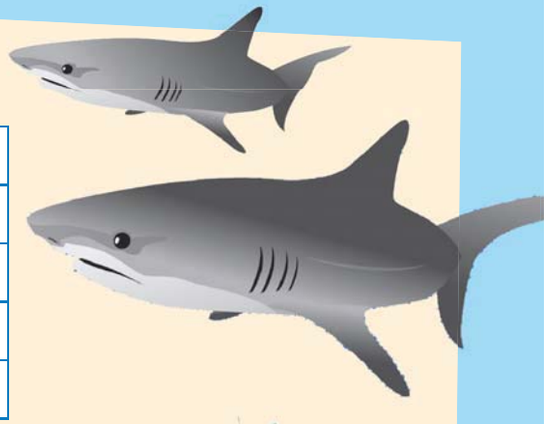
Let's write

Change this sentence into questions starting with the words we have given you?



John lives in this house.	
Who	?
Which	?
Whose	?
Where	?

Add the suffix -ful to these words. Then write sentences that show you understand what the words mean.

If the root word ends with a **y**, you must change the **y** to an **i** before adding **–ful**.

care	
help	
power	
colour	
grate	
respect	
beauty	
plenty	

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DATE

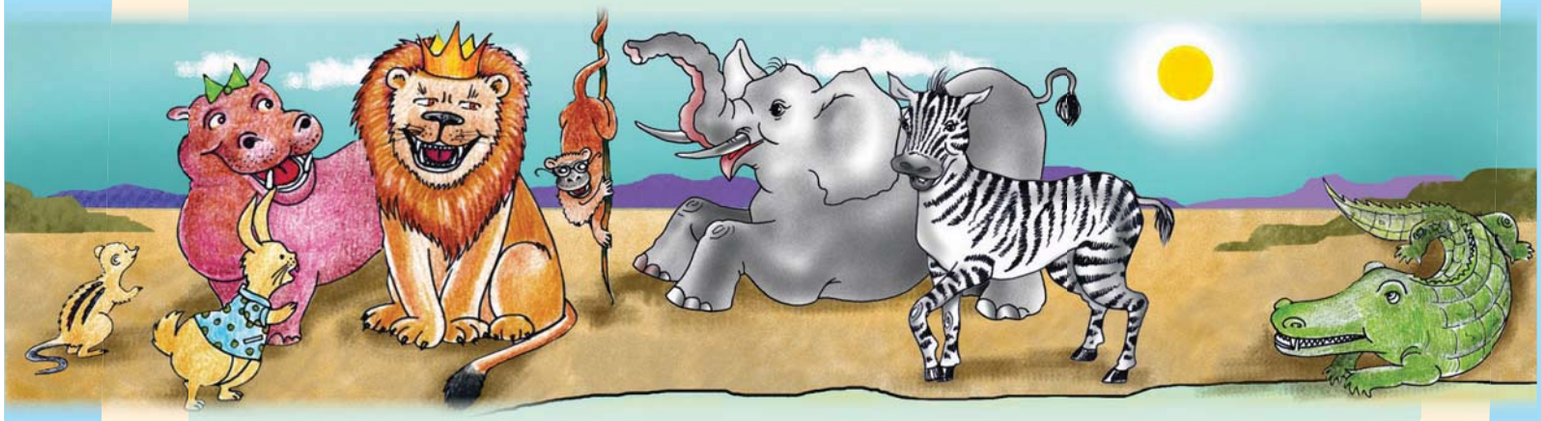
25 More about animals

Let's read Read this story aloud with 7 of your friends, so that you can each read one of the animal parts and one of you can be the narrator who reads the bits in between.

Once upon a time, all the animals of Brer Village lived happily together. Life was wonderful, and the little rabbits, the stripy zebras, the happy hippos, the clever crocodile, the big elephants and the frisky monkeys all lived happily together ... until a nasty Lion moved in and wanted to eat them all!

From that day on, the animals were very frightened all the time. One day however, they made a courageous decision: they would go and talk to the lion to find a solution to this problem.

When the lion saw all the animals approaching, he was very happy, as he thought that he would not have to hunt that day – his meal was being delivered. But as he was beginning to salivate at the thought of lunch, the plucky monkey spoke to him.



Monkey: Please Mr King ... ah ... um ... we need to speak to you about an important matter. If you kill us all, you won't be the king anymore.

Then all the animals began speaking almost at once.

Zebra: Yes, you would have no one to rule over.

Crocodile: You would be all alone in your kingdom.

Hippo: And you would get very hungry with no one left to eat!

Elephant: You would soon starve to death!

Rabbit: So we have a suggestion for you: If you stop killing us, we promise to send you someone to eat every day. You wouldn't have to hunt ever again. You could just sit and watch TV all day long.

The lion listened to what they had to say.

Lion: You will deliver my food? That is a good solution! But I must warn you: if you miss even one day, I will eat you all in one meal!

And so it was agreed. From then on, one animal was sent to the lion's den every day, and the lion was very happy. One day it was the rabbit's turn to sacrifice his life to provide food for the lion. The rabbit did not want to die, so he thought of a plan.

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Slowly, the rabbit made his way to the lion's den. When he got there, the lion was pacing up and down. He was very hungry. When he saw the little rabbit, he was very angry.

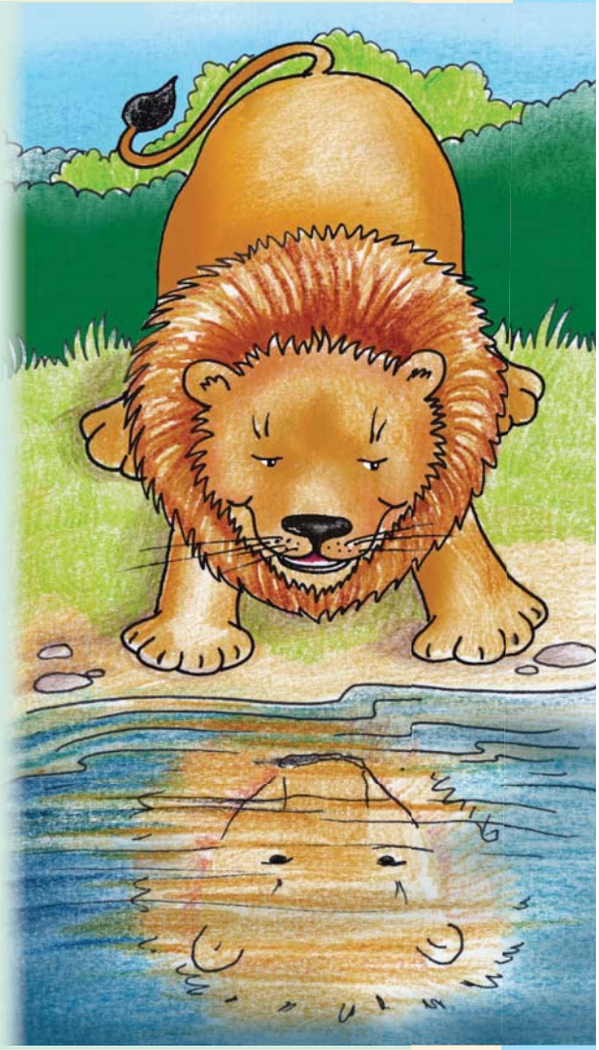
Lion: Do you think a small rabbit like you will provide me with enough meat for the day? I am very hungry, and see how small and thin you are!

Rabbit: The animals had actually sent you six rabbits, Mr King, but five of them were killed and eaten by another lion.

Lion: What other lion? I am the king around here.

Rabbit: It was ... the the .. there was a ... a very big lion. The other lion said he was the real king of the jungle.

Lion: Take me to the other lion, so that I can teach him a lesson – this is MY kingdom!

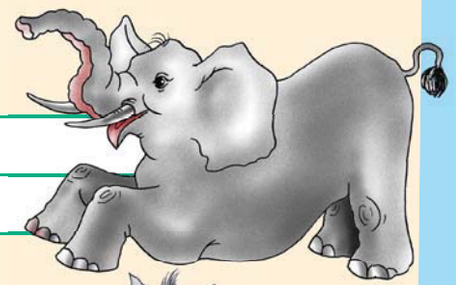


The little rabbit led the lion to a deep river. He told the lion that the other lion was in the river. The lion peered into the river and saw his own reflection. He thought it was the other lion. He let out a huge roar and immediately jumped into the water to attack what he thought was the other lion. The lion dashed his head against the rocks and drowned.

The little rabbit, now in excellent spirits, returned to the other animals to spread the good news. And all the animals lived happily ever after in Brer Village.



Read the following questions and answer them in the spaces provided.



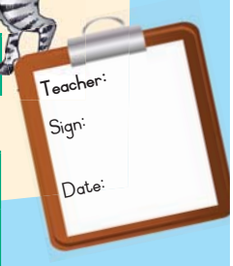
Why were the other animals so afraid of the lion?

What was the little rabbit's plan?



What would be a good name for this story?

Why did the animals stutter and stammer (say ah and um) when they talked to the lion?



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Term 1 – Week 7

26 What are they like?

DATE

Let's role play

Make up a role play about what happened in the story about the lion and the rabbit.

Let's write

Read this passage and then underline the names of all the different types of animals. Then use a pen of a different colour to underline the words that tell us what the animals are like. We have done the first one for you.

Once upon a time, all the animals of Brer Village lived happily together. Life was wonderful, and the little rabbits, the stripy zebras, the happy hippos, the clever crocodile, the big elephants and the frisky monkeys all lived happily together ... until a nasty lion moved in and wanted to eat them all!

The names of the animals are nouns. And the descriptions of the animals are adjectives. They tell us more about the nouns.

Let's write

Now using the adjectives you underlined, complete these sentences. We have done the first one for you. Remember to end with a full stop.

The rabbits are little.

The monkeys are

The hippo is

The crocodile is

The zebra is

The elephants are

Let's do

Draw these signs.

No smoking	**No noise**
No lions allowed	**No cell phones**

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Let's write

Which of these adjectives describe the rabbit and which describe the lion? Fill them into the correct spaces.

intelligent

nasty

mean

bossy

caring

greedy

clever

kind

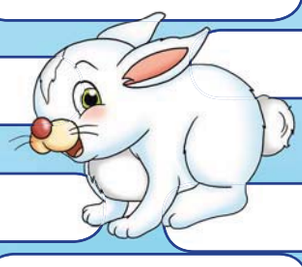
smart

quick

scary

frightening





Describe the lion or the rabbit. Use the adjectives from the previous activity.

Now write a paragraph about the story. Make sure your sentences are in the correct sequence according to the story.



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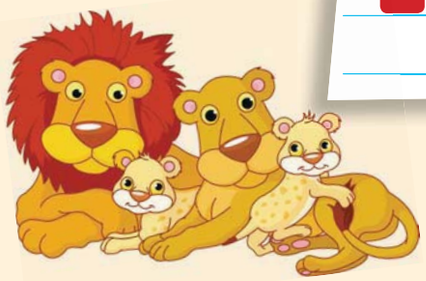
27

The lions of Africa

DATE



Let's read

The Lion King

The lion is known as the king of beasts. What do we know about this big cat? The lion is the second biggest member of the cat family, after the tiger.

How lions live together

Lions live and hunt in groups called prides. The female lions are called lionesses. They stay as a family in their prides all their lives. The mothers, daughters, aunts and sisters all stay together to look after the young lions. Baby lions are called cubs. For the first 8 weeks of their lives, they live with their mother, away from the pride. Then they join the pride together with their mother and are cared for by all the lionesses.



How lions hunt



The lionesses do most of the hunting. They hunt for prey such as zebras or wildebeest. They hide in the long grass and sometimes spend several hours watching their prey and waiting for the right moment to attack. When a lioness kills an animal, the whole pride shares in the meal. They eat in a specific order: first the male lions, followed by the lionesses, and then lastly the cubs.

Male lions

Sometimes up to three male lions live with a pride. They do a lot of roaring to keep other male lions away. Sometimes these lions fight other male lions for dominance of the pride. These fights can be very violent and can even end in one of them dying.

The areas lions live in

Each pride of lions lives in its own area, like we live in the different provinces of our country. They mark off the borders of their areas by scratching on the trees and by leaving urine or droppings that tell other lions to stay away.



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Let's write

Read the following questions and answer them in the spaces that are provided.



Which cat is bigger than the lion?

In what sequence do the members of the pride eat?
Remember to use commas.

How do prides of lions mark off their area?

Why do male lions fight?

Let's do

Draw a line to match these words to their meanings.

lioness	animals they hunt and kill
cub	group or family of lions
lion	female lion
prey	baby lion
pride	male lion







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28

The lion sleeps tonight

DATE



Let's sing

Sing this song as a group.

Teacher's note: If you don't know the tune for this song, ask another teacher to sing it for you so that you can sing it with the class.

THE LION SLEEPS TONIGHT

In the jungle the mighty jungle
the lion sleeps tonight,

In the jungle the quiet jungle
the lion sleeps tonight.

Chorus

He, ha helelemama

Ohi'mbube

In the village, the peaceful village,
the lion sleeps tonight,

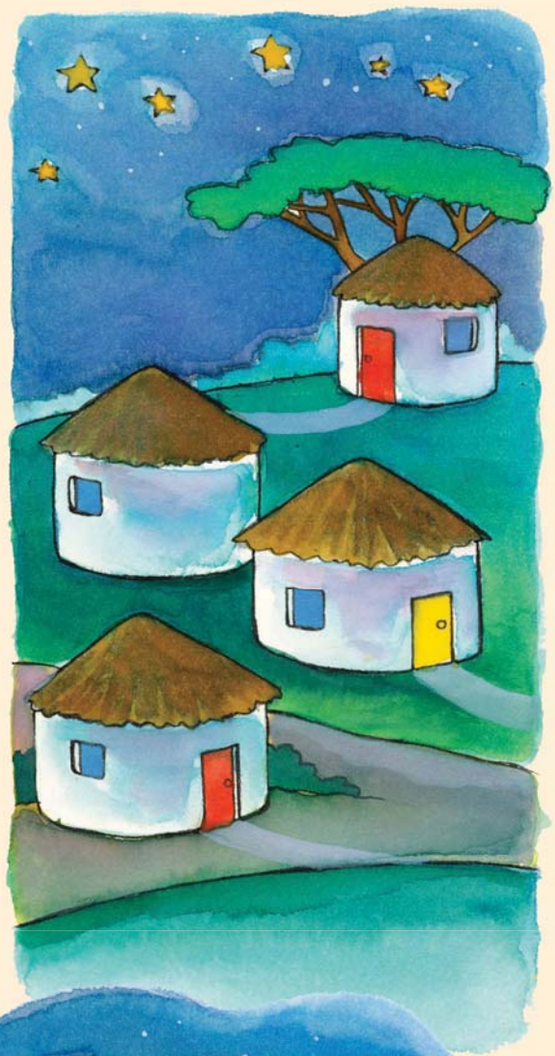
In the village, the quiet village,
the lion sleeps tonight.

Chorus

Hush my darling, don't fear my darling,
the lion sleeps tonight,

Hush my darling, don't fear my darling,
the lion sleeps to night.

Chorus







Let's talk

Tell your friend about the setting of this song. What time of the day is it? What does the place look like? Do you think it is peaceful or not? Is it a city or a village? What do jungles look like?

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Let's write

- Now look at the picture and describe the setting of the song.
- Use these words to help you.



Let's write

Add the suffix -**ful** to these words and then use each word in a sentence.

rest	
peace	
wonder	
help	
delight	

Match these words to their antonyms (opposites).

peaceful	hopeful	useful	careful	beautiful

despair	disorderly	careless	useless	ugly

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29

Reading an advertisement

DATE

Let's read

Have you always wanted to see the popular live show The Lion King? Here's your chance!

HEY KIDS!

YOU CAN'T MISS IT!

Showing at the State Theatre in Pretoria.

Free transport by bus for children at schools in and around Gauteng.

Dates: 1–24 December

Times: Mondays to Fridays 15:00 and 18:00

School children will receive free lion masks.

Free snacks and cold drinks!

Tickets for school children half price!

Enter the competition and win free tickets for the show.



In 1939, a Zulu worker and entertainer who called himself Solomon Linda made the first recording of The lion sleeps tonight in Johannesburg. He called the song *Mbube*, the Zulu word for lion. The song went on to become the most famous song ever to emerge from Africa. The lion sleeps tonight has been recorded in French, Japanese, Spanish, Danish and many other languages.

Let's write

Why do you think the advertisement contains the words HEY KIDS in large letters?

What age group do you think this advertisement is aimed at? Why do you think this?

How does the advertisement try to persuade you to see go and see the play?

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Let's write

Complete the competition entry card below.

Enter this competition to win free tickets to The Lion King!

Name _____ Address _____

_____

Tel _____ Your age _____

Name of school _____ Which famous song composed by a South African is played in this musical? _____

Where was this song first recorded? _____

When was the song recorded? _____

Who was the singer? _____

Name 3 languages that the song has been recorded in:

_____

_____



Let's do

Make your own advertisement to persuade people to see a film or a play or even to read a good book.



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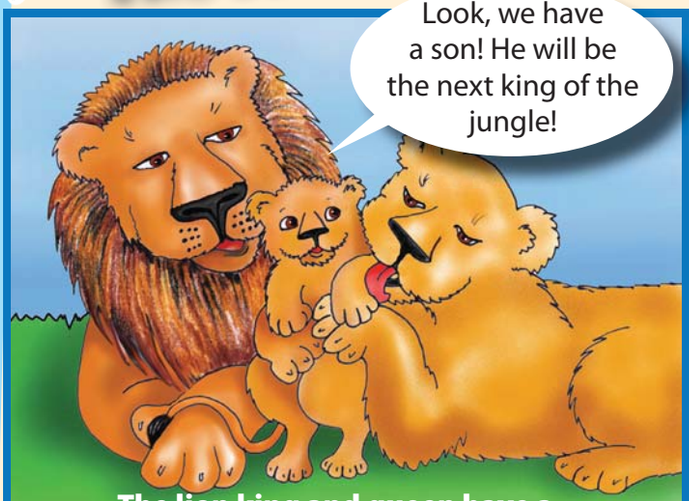
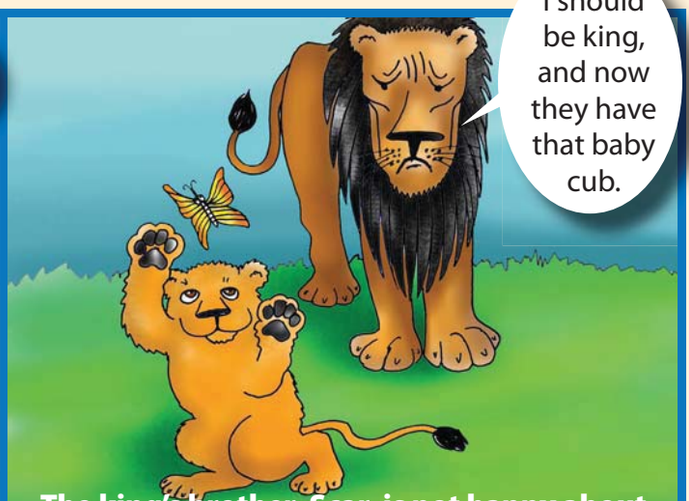
30

The Lion King story

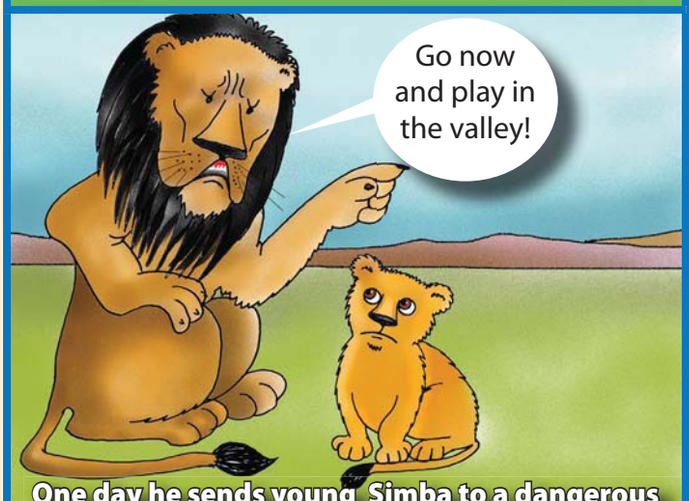
DATE



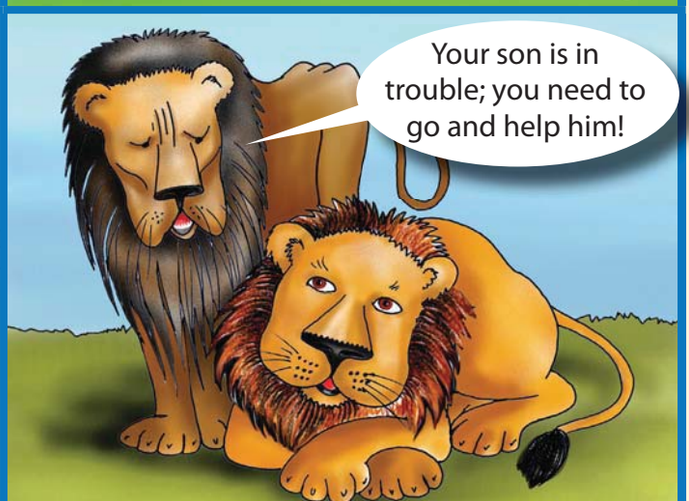
The lion king and queen have a new son called Simba.



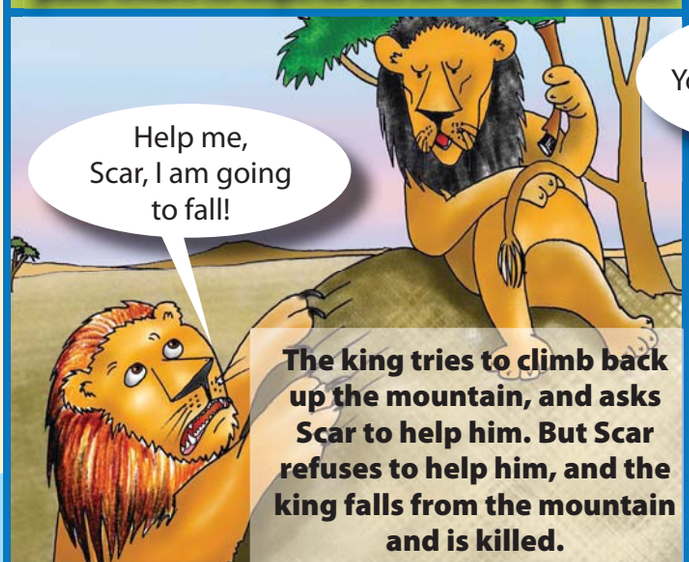
The king's brother, Scar, is not happy about Simba's birth, because he wants to be king.



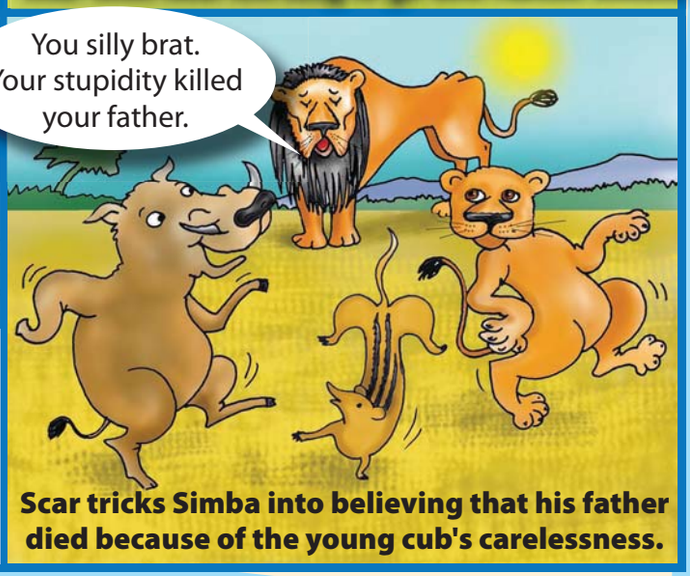
One day he sends young Simba to a dangerous place where he hope he will be eaten by hyenas.



Scar then tells the king to go and rescue Simba.



The king tries to climb back up the mountain, and asks Scar to help him. But Scar refuses to help him, and the king falls from the mountain and is killed.



Scar tricks Simba into believing that his father died because of the young cub's carelessness.

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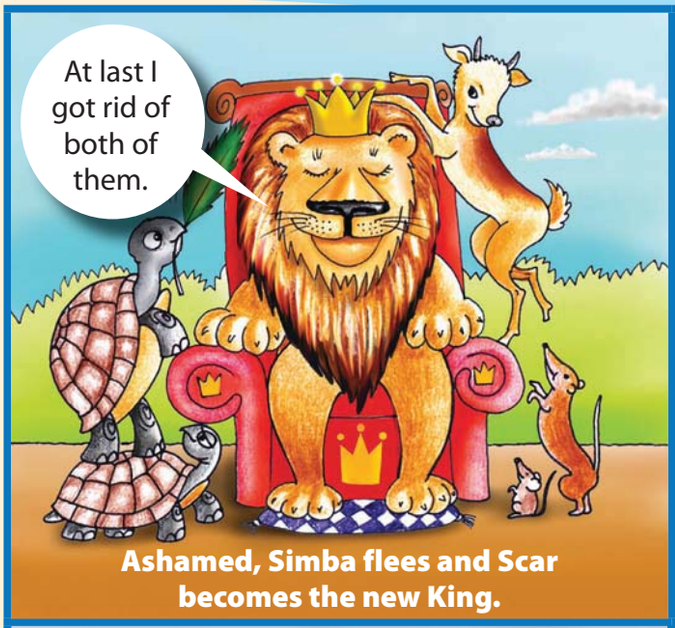
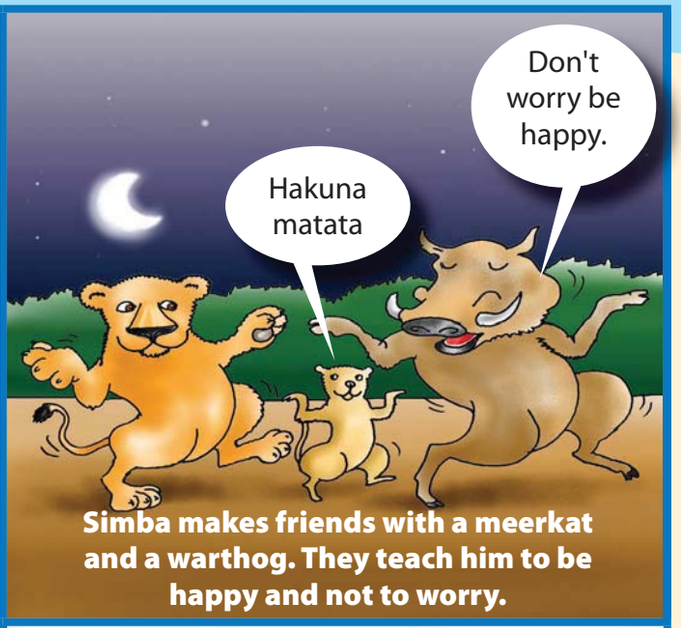


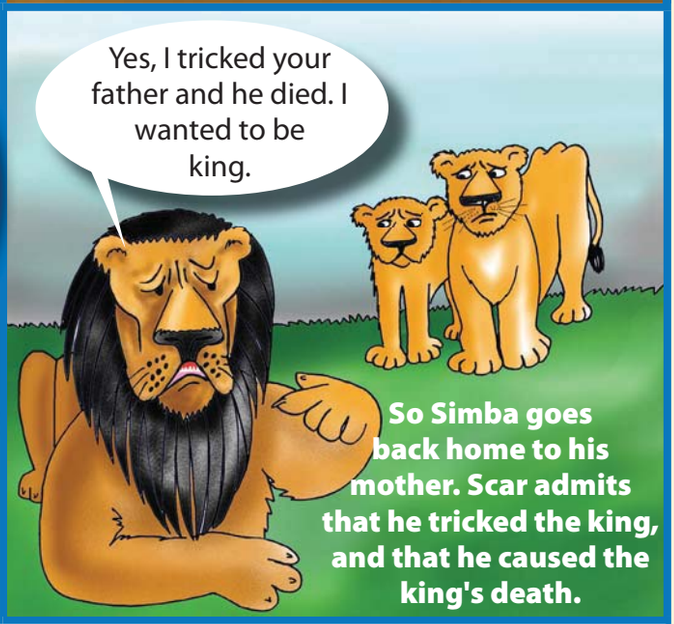
Ashamed, Simba flees and Scar becomes the new King.



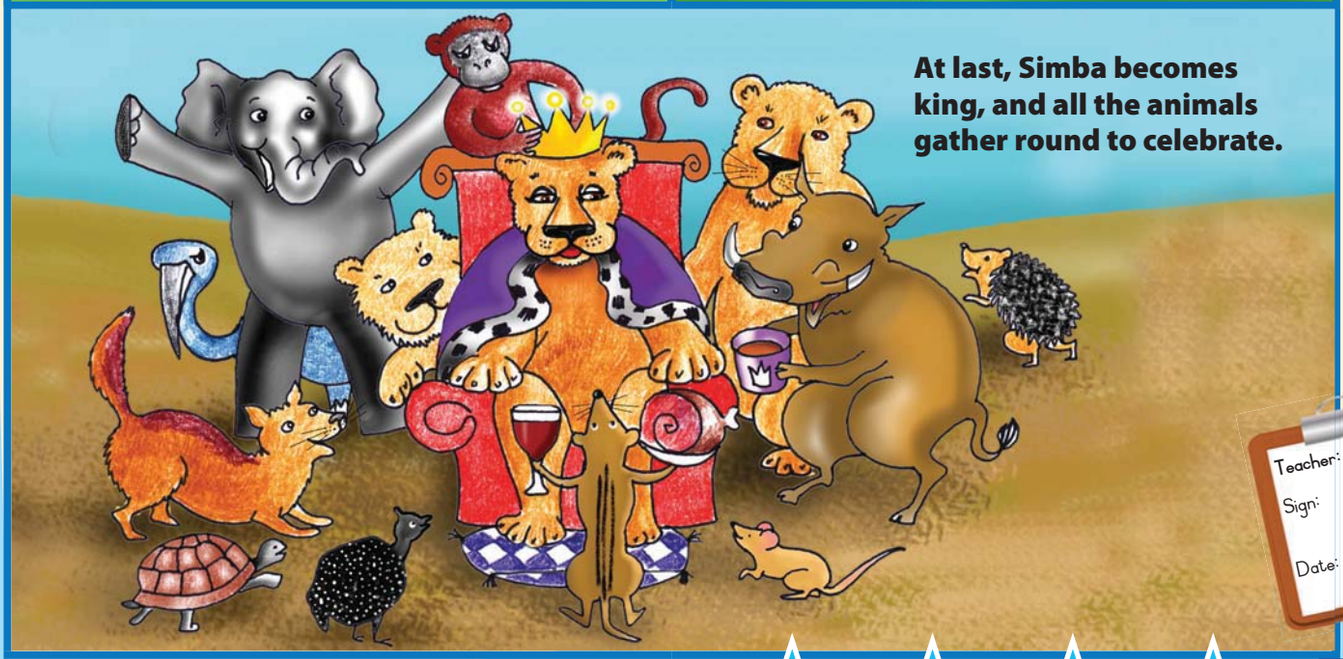
Simba makes friends with a meerkat and a warthog. They teach him to be happy and not to worry.



The king's ghost appears.



So Simba goes back home to his mother. Scar admits that he tricked the king, and that he caused the king's death.



At last, Simba becomes king, and all the animals gather round to celebrate.

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31 Looking at language

DATE

Let's write

Rewrite the indirect speech of each of these people in direct speech in the speech bubbles. Write the exact words the speaker used.

Thandi said that the show at the State Theatre was good.



My teacher said that if we all pass our exams, she will take us on a bus trip to the theatre.



The meerkat told Simba to be happy and not worry.



The radio announcer said that the lucky winner is 12-year-old Thandi Maloi from Bronkhorstspruit.



Let's talk

- Imagine your Grade 6 class won the competition, and that you went with your teacher by bus to the State Theatre in Pretoria.
- Discuss what happened with your friends.
- Make up a role play about the story of The Lion King.
- Write the story of The Lion King on page 66.

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Let's write

Fill in this mind map to help you write the story of your visit to the theatre.

Our trip to the theatre

Hearing the good news about winning

Going to Pretoria by bus

What we enjoyed about the show

Now use your plan to help you write your story. Write one paragraph for each idea.

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32 More about language

DATE

The cards show you what the prefixes mean.

Let's write Form new words by adding the prefixes from the cards.

un	re	mis	dis	over
not	again	bad	not	more than too much

common	uncommon	appear	
write		kind	
interpret		grace	
estimate		honest	

Let's write These verbs are called modal verbs. They have to do with asking permission.

can could — may might

"May" is more polite than "can" when asking permission, but in everyday language we usually use "can".

Underline the modals in the following sentences.

Can the girl play?
May the girl play?
Can I go and see the film?
I asked if I could go and see the film.
May I go and watch the soccer?



Write sentences of your own starting with these modals.

May I
Could I
I might
He could



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Let's match

Match the blue column to the green column to form complete sentences.

May I	do her homework every day.
You should	leave school early today?
You must	go to Durban in the holidays?
I might	eat fresh fruit and vegetables every day.
Can I	not smoke.
She should	join the game.

NEW WORDS

Let's talk

Have you noticed that sometimes we talk about a book or an apple, and sometimes about the book and the apple? Talk to your friend about when we use a or an, and when we use the.

We use **a** before a singular noun. But if it starts with a vowel (a e i o u), we use **an**. We use **a** and **an** if we are not talking about a specific thing or person.

Let's write

Fill in a or an.

This is ____ fork.

This is ____ egg.

This is ____ ice cream.

This is ____ book.

This is ____ dress.

This is ____ truck.

This is ____ orange.

This is ____ aeroplane.

Definite article (the)

We use **the** when we are talking about a specific member of a group.

Example: "Please return **the** book that you borrowed from the library yesterday."

Indefinite article (a/an)

We use **a** or **an** when we are not referring to a specific thing or person.

Example: "I bought **a** phone at a cellphone shop."

Now fill in a, an or the. We have done the first one for you.

The boy with the red hair arrived late today. (specific boy)

I have ____ apple. (any apple)

Please can I have ____ book you borrowed from me? (specific book)

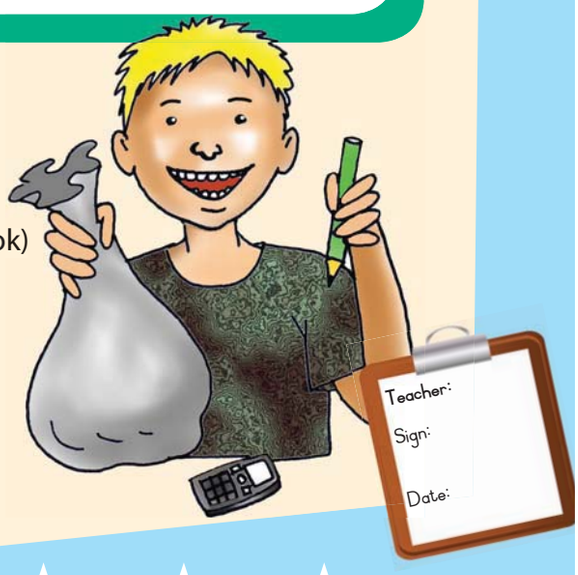
He has ____ big bag. (any big bag)

He has ____ big bag we use for our soccer kit. (specific big bag)

I was in ____ car when the accident happened. (specific car)

I would like ____ pen. (any pen)

Do you have ____ cellphone? (any cellphone)



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People and other creatures













3

33

The brave little fish

DATE



Let's talk

Look at the title of this story and at the pictures. Discuss with your friend what this story might be about.



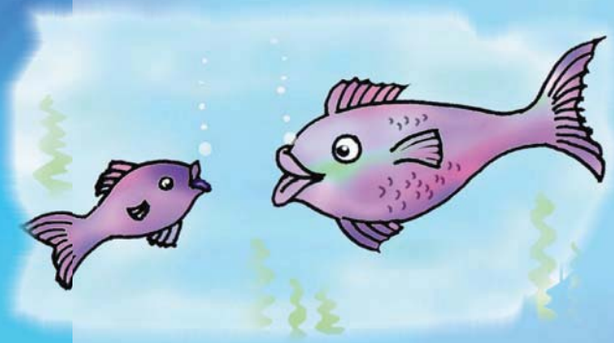
Let's read



It was one of the coldest winter nights. Deep in the ocean an old fish assembled her 11 000 children and grandchildren to tell them a story.

Once upon a time, a brave little fish lived with its mother in a high mountain stream. The little fish was an only child. He and his mother swam in circles all day long.

Then the little fish began to think. He sunk deeper and deeper into thought as he followed his mother along the same boring path. Mother fish wondered what was wrong with her child, and thought that perhaps he was ill.



Early one day, before sunrise, the little fish woke his mother and said, "Mother, I want to talk to you."

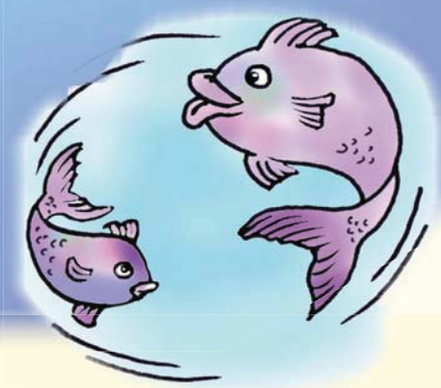
"Ah, my child", said the mother sleepily, "It's too early to talk, save your talking for later. Let's go swimming."

"No, Mother! I don't want to go swimming any longer. I want to leave."

"Leave, what do you mean you want to leave?"

"Mother, I have to leave to see where the stream ends and what lies beyond the mountains. I have been wondering about this for days now. "

The mother just laughed and said, "When I was your age, I also had those thoughts. But, my dear, a stream has no beginning and no end. The stream just flows and never goes anywhere."



"But Mother, isn't it true that everything comes to an end? The nights, days, weeks, months, even years?"



Let's talk

Discuss with your friend what you think will happen to the brave little fish on his adventure.

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"Forget this nonsense talk", interrupted his mother. "Let's go swimming."

"No, Mother, I'm tired of swimming in circles. I want to see the world, I want to see what's happening elsewhere. I don't want to spend the rest of my life swimming round and round in this spot. I want to see if there is another way to live in this world. Once I have learnt, I will come back and will tell you about it."

The little fish's mother was very upset and cried out loudly: "My dear child, are you mad? Everything you need is here. The world you want, is here!"

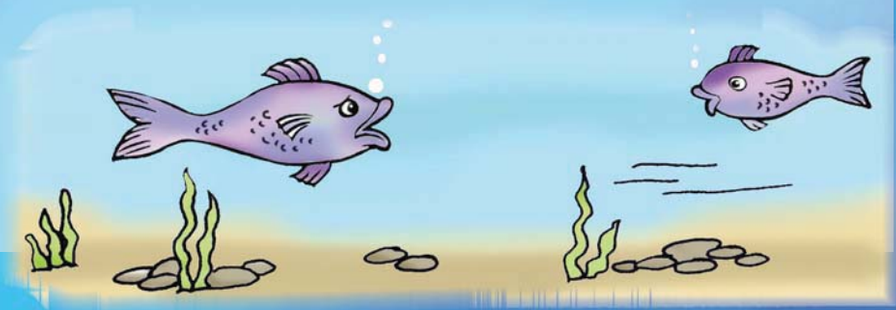
Just then a school of fish swam passed, and the elder fish asked, "What are you arguing about?"

The mother told them that her child wanted to leave the stream to see what was beyond the mountains. All the fish, young and old, thought the little fish was silly. But the little fish would not give up on his dreams.

The mother fish felt afraid for her only child. She said, "My child, I understand that you need to go beyond the mountains to see what is there. I don't know anyone who has ever left this stream, but I can only wish you well on your journey and hope that one day you will come back."

The mother fish said goodbye to her only child as he went on his adventure.

(Adapted from The Little Black Fish, Samad Behrangi, 1968.)



Let's write

Then write a paragraph of about 5 sentences about what you think will happen to the brave little fish on his first adventure.

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34

More about the brave little fish

DATE

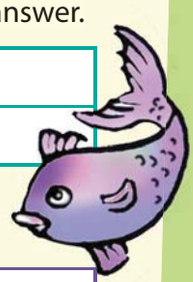


Let's write Reread the story of the brave little fish with your friend. After you have read it to each other, answer these questions.

1. Do you think the little fish liked swimming around the stream with his mother? Give reasons for your answer.

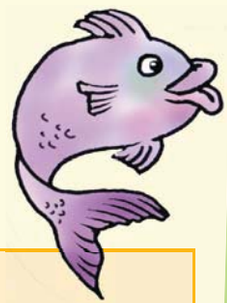
2. Why did the little fish want to talk to his mother?

3. Do you think the little fish did the right thing in leaving the stream? Give reasons for your answer.



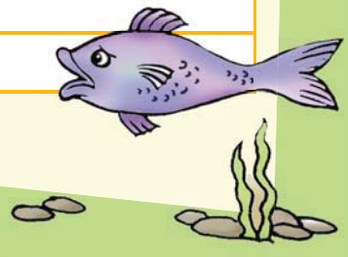
4. The title of the story is "The brave little fish". Do you think this is a good title? Give reasons for your answer.

Let's talk Talk about how you felt when you read about the little fish's decision to leave the stream. Discuss all the advantages and disadvantages of doing what the little fish decided to do.



Let's write Now list the advantages and disadvantages you thought about.

Advantages	Disadvantages



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Let's write

Number these sentences in the correct order in which they happened in the story. Then underline the conjunction or joining word in each sentence. (Some of the sentences start with conjunctions.)

	He told his mother he wanted to leave so that he could discover the world.
	It was a very cold night and the little fish thought and thought about his future.
	The little fish swam round and round in circles because he was very bored.
	His mother told the other fish that he wanted to leave because he did not like it in the pond.
	Although the mother fish did not want him to leave she allowed him to go.

Let's write

What is a "school of fish"? It is a whole lot of fish together. This is called a collective noun. Collective nouns are words for groups of people, animals or things. Now draw a line from the collective nouns on the right to the correct noun on the left.

a class of	bananas
a pile of	people
a flock of	dolphins
a team of	bricks
a pack of	children
a school of	players
a string of	sheep
a bunch of	wolves
a crowd of	pearls



What are abstract nouns?
They are nouns that tell us about feelings. We cannot see, touch, taste, smell or hear the things these nouns refer to. **Fear** and **argument** are abstract nouns. They differ from other nouns. We can see, eat, taste, and smell an apple, but we cannot see, hear or taste things like freedom or joy.

Let's write

Circle the abstract nouns and then use 5 to write sentences in your exercise book.

law anger kindness ribbon hot joy sadness fish door picture rules friendship face thought agreement

Let's write

In your exercise book, write a paragraph about your dreams, ambitions and expectations for the future. Think about what the brave little fish did, and then write about what you would really like to do.

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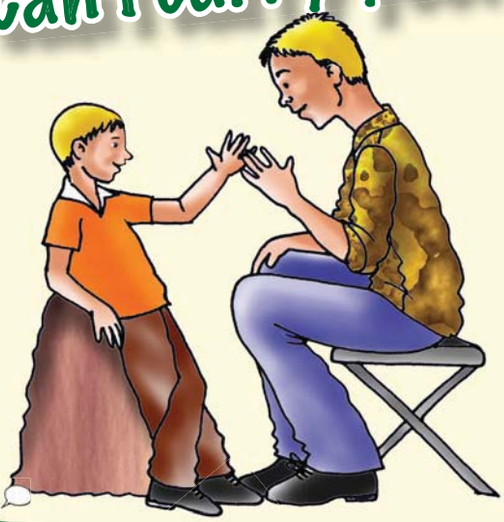
35

Can I carry you?

DATE







Let's talk Look at the picture and tell your friend what you think the picture is about.

Can I Carry You?



I guess that I can hold you
one more time before you grow.
And tell you that I love you
so that you will always know.
Please let me tie your shoe again.
One day you'll tie your own.
And when you think back to this time
I hope it's love I've shown.
I want you to grow stronger
than your Dad could ever be.
And when you find success
there will be no soul more proud than me.
So will you let me carry you?
One day you'll walk alone.
I cannot bear to miss one day
from now until you've grown.

(Extracted from Can I Carry You?
by Brad Anderson)







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Let's talk

Practice dramatising (reciting) the poem.
Then present your dramatisation to your friend.
Once you have done this, discuss these questions:



- Look at the title of the poem. What does the poet mean by these words?
- What does the poem mean to you?
- Why did the poet write this poem?
- What word in the poem tells us that the poet is probably talking to his son?
- What does the poet want his son (child) to do when he/she is an adult?
- How is this poem similar to the story of the brave little fish?

Let's write

Work in pairs.

1. Write down two abstract nouns used in the poem.

2. Now use these abstract nouns in two sentences.

3. Look at the following two sayings: "She's the apple of his eye" and "The learners in Grade 6 are going bananas." Can you think of any other sayings like these? Write down any two you can think of.

We call these sayings idioms.

Draw a line to match each idiom on the left to its correct meaning on the right.

That's the way the cookie crumbles.	We are in trouble.
He spilled the beans.	What you are doing is dangerous.
She is feeling blue.	That is the way it ends.
You're skating on thin ice!	She is feeling sad and unhappy.
Uh, oh, we're in hot water.	He told the whole story.

Let's write

Now use these abstract nouns in sentences.

freedom	
rules	

Write four of your own abstract nouns.

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Term 2 – Week 1

36 My future self

DATE





Let's talk

Look at these pictures for about a minute. Close your eyes and let your imagination go to a place that is beautiful and peaceful. Now tell your friend about what you want for the future. Talk about your dreams and wishes.



Let's write

Write a letter to yourself. Imagine you are writing to yourself as you will be exactly a month from now. What would you like to say to your future self?
Use the mind map to plan the contents of your letter. Think about the questions in mind map A and complete mind map B.

A



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B

My future self

Now that you have finished your planning, write your letter on a separate sheet of paper.



Once you've written your letter to yourself, do the following:

- Put the letter in an envelope. Seal it.
- Address it to yourself. Say what date it can be opened on.
- Mark this date on your calendar.
- Put the letter in a safe place where no one can gain access to it.
- Read it a month from now, on the date you chose.
- Assess yourself and see what you have achieved and where you might have to improve.

Remember to keep it safe.



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37 Busi's story

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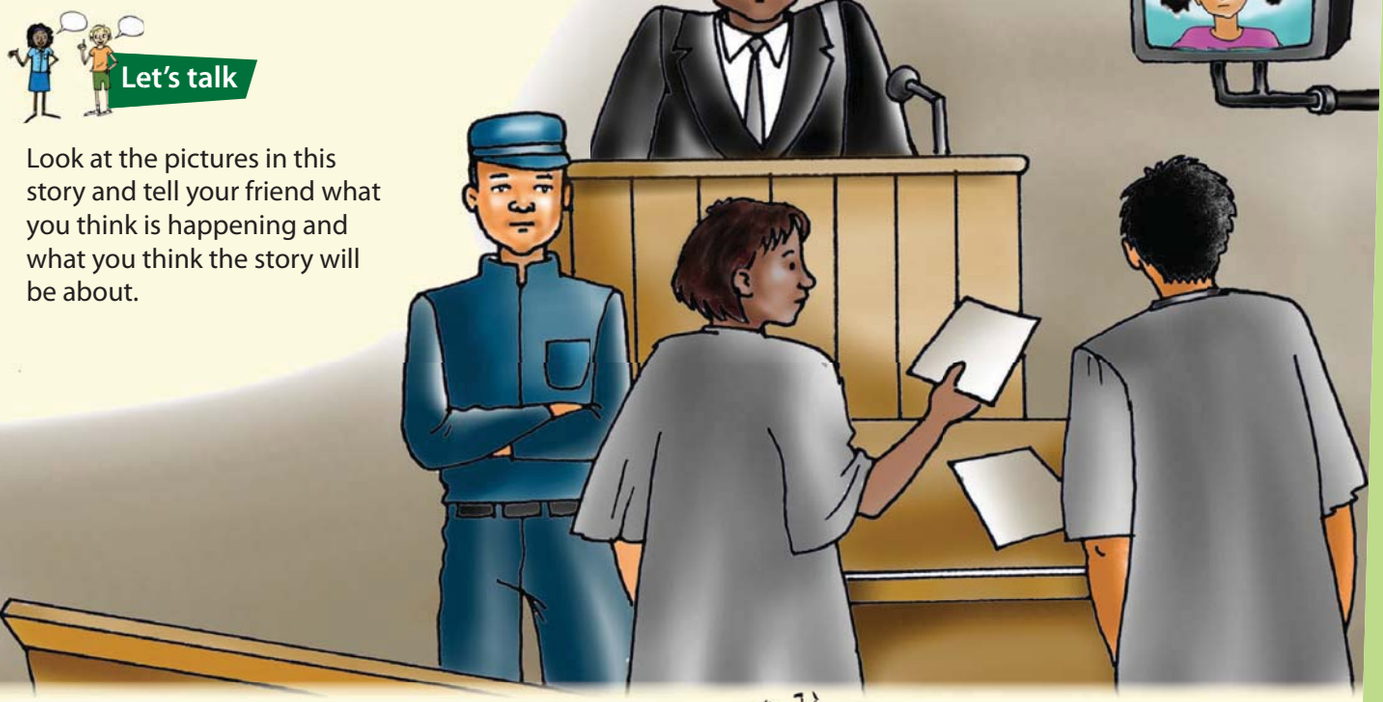

Let's talk

Look at the pictures in this story and tell your friend what you think is happening and what you think the story will be about.



Let's read

Busi used to be a happy little girl, singing, laughing and playing tricks on her little brother. But then something terrible happened to her. A very bad man hurt her body, and she couldn't do anything to defend herself. He also made her promise that she should never tell anybody.

But Busi was a clever girl. She knew that no one in the world has the right to do things like that to children. Even though it was very difficult to talk about her bad experience, Busi told her mother. It was the best thing she could have done, because her mother knew exactly how to help her.

Let's talk

Talk about this picture. What does it tell you about Busi and her mother? What is Busy doing and why is she doing it? How do you think her mother feels? What do you think they are going to do next?

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Let's read Continue reading the rest of the story.

Busi and her mother went to the police station and told them about the terrible thing that happened. The investigating officer said, "Don't worry, little girl, we'll try our best to catch this man. You did a very brave thing to come to us."



Soon the bad man was arrested and taken to jail. Busi's mother received a letter to tell her that Busi would have to go to court to give evidence. "What does it mean, Mom?" Busi asked.

"It means you will have to tell the court everything that happened to you on that day," her mother said. "You will be a witness, which means you will tell the court about the things you experienced."

Busi was very upset to hear this. "But I don't want to tell other people what happened!"

Then her mother explained to her that it was the only way to stop the bad man from doing the same thing again to another little girl.

"O no!" said Busi. "I can't allow that to happen. I'll go! Will you go with me, Mom?"

"Of course I will," said her mother and gave her a big hug. Busi was a very brave girl.

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Let's think about the story

DATE



Let's write

Talk to your friend about these questions and then write answers to them.

1. Do you think it was brave of Busi to tell her mother about her bad experience? Why?

2. What did her mother tell her they should do?

3. What did the policeman tell Busi?



4. Why was Busi upset?

5. What made Busi change her mind about not wanting to tell people what happened to her?

6. Write down any sentence or phrase (more than one word) from the passage that tells us that Busi is a brave girl.

Adjectives are words used to describe nouns. Adjectives tell us more about a noun, and usually occur before a noun. They can also be used after a verb.Use adjectives to make your writing more interesting.

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Let's write

Circle the adjectives in these four sentences.



1. The prosecutor is angry.
2. He described Busi as a brave girl.
3. Busi's mother is caring and supportive.
4. The interesting trial lasted three days.

Let's write

Fill in the missing words in the paragraph. Choose the correct word from the words in the boxes.

herself himself myself themselves

I did not hurt _____, it was done by the bad man.

The people working at the court called _____

officers of the court.

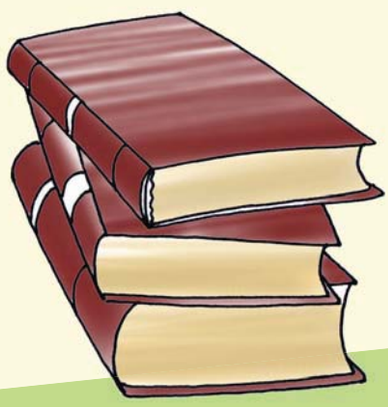
The man is talking to _____.

Busi decided by _____ to tell her mother.



Now write 4 of your own sentences in which you use each of the words in the blocks correctly.

1.
2.
3.
4.









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Busi and the prosecutor

DATE



Let's talk

Study the title of this worksheet and the picture with your friend. Discuss what you think will happen next in Busi's story.

Let's read

Now read the next chapter in Busi's story.

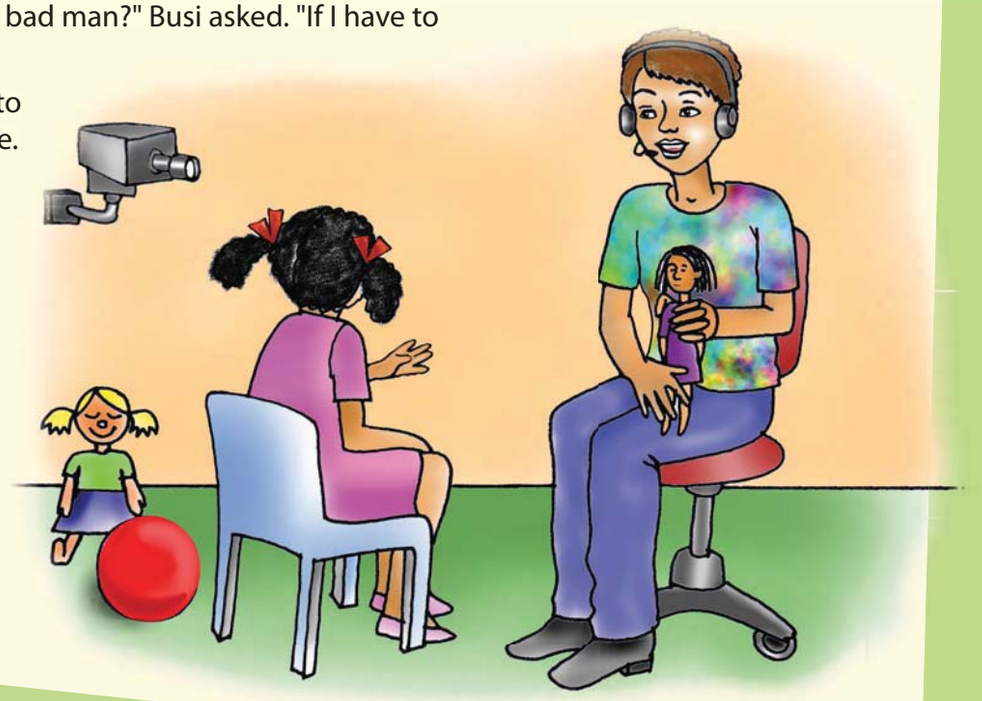
Busi and her mother went to the court house to speak to a special lawyer called a prosecutor. Busi was very scared, but the prosecutor was a very kind lady and explained to Busi that she was there to help her. She showed Busi some dolls and said, "I would like you to tell me everything, Busi. And if some things are too difficult to say, or if you are too shy to say them, you can use the dolls to show me exactly what happened."

The prosecutor told Busi that she would have to take an oath on the day she had to come back to court.

"What's an oath?" Busi asked.

"It means that you promise to tell the truth," said the prosecutor. She explained to Busi how important it was to tell the truth in court and that it was against the law to tell lies."Will I see the bad man?" Busi asked. "If I have to see him, I'm not going!"

"No, Busi. You won't even go into the court room where he will be. You'll be in another, safe room with an intermediary." Busi was very happy to hear this, and suddenly things did not look so bad.



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Let's write

Now answer these questions.



1. Who helped Busi to prepare herself for the court case?

2. How did this person help Busi?

3. From the text select the words that would best complete these sentence. Write the words in the spaces.

The lawyer spoke to the _____ about how to prosecute the case. The lawyer emphasised that the girl must be in a _____ room when she testifies so that she would not be scared.

Busi had to be very brave on that day. Write a diary entry for a time when you had to be brave.

Date / / Mo T Su

Dear Diary

Date / / Mo Tu We Th I

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Date:

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40 Busi in court

Let's talk

Talk to your friend about the title of this worksheet and about the picture.
Discuss what you think will happen next in Busi's story.



Let's read

A few weeks later it was time for Busi to go back to the court house for the case. She did not feel as scared as the first time and she was even happy that she would be missing a day at school! She and her mother went to the prosecutor's office and there they met Christina, the intermediary. She had a very friendly smile and Busi liked her immediately. Christina took her by the hand and they went to the special room where there were some toys for Busi to play with. Her mother had to wait outside. Christina pinned a small microphone onto Busi's dress. They were ready for the case against the bad man.



When Christina asked Busi if she was ready to take an oath, Busi knew exactly what it was. Christina started asking the questions that came through her headphones. At first Busi was a bit nervous and Christina had to repeat some questions, but Busi answered as truthfully as she could. She was very shy when she had to tell about the bad parts, but Christina gave her the dolls and Busi showed her what had happened. That was much easier than talking!

Soon it was all over, and Christina took Busi

Let's talk Talk to your friend about these questions.

1. What have you learnt from this story?
2. Why was it difficult for Busi to talk about it?
3. What do you think should be done to help more children report what bad people do to them?
4. What should be done to prevent this kind of thing from happening to other children?

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outside, to where her mother was waiting for her. After giving her a big hug and a kiss, her mother said: "You are such a brave girl, Busi! I am really very proud of you."

Christina agreed. "Yes, you were very strong and brave, Busi. And you helped the court to stop a very bad man from doing terrible things to other children. Thank you very much, you did a fine job!"

Busi was very tired, but she felt happier than she had in a long time. At last it was over and now she could start forgetting about the bad thing that had happened to her.

(Based on The Directorates: Publications Community Legal Services and Children's Issues.)



Let's write Write answers to these questions.

1. What made it easier for Busi to give evidence against the criminal?

2. Why was Busi happy at the end?

3. Why did Busi like the intermediary immediately?

4. Do you think Busi told her friends at school about this experience? Give a reason for your answer.

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41

Making unsafe places safe

DATE

DAILY NEWS

29 MAY 2012



Toddler rescued from river

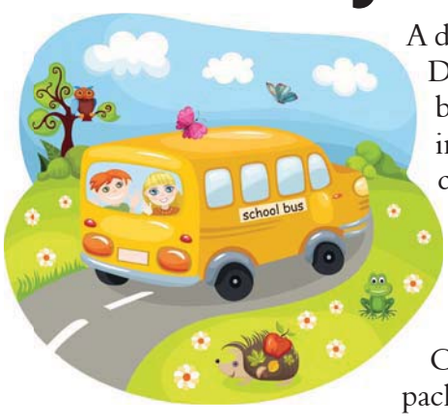
A three-year-old girl has been pulled from a river by a schoolboy, Dumisani Mkize from the East Coast Primary School in KwaZulu-Natal. Two days ago, the toddler was left in the care of her eight-year-old sister. Her sister became distracted by friends, however, and the toddler wandered off to the river. Mrs Smith of the Department of Social Development says that children must always be supervised by a responsible adult.

POLICE RESCUE KIDNAPPED SCHOOLGIRL



Yesterday the SAPS rescued a school girl that had been missing for three days from a gang of child traffickers. It is thought that the child was kidnapped and that the traffickers were hoping to sell the child across the border. Police arrested three men in Mpumalanga in connection with the kidnapping. Officer van Merwe of the SAPS warns that children should never go anywhere with strangers.

Children in overloaded bus injured



A driver of the Deepside school bus company in Gauteng was charged with overloading today in the Deepside Magistrate's Court. He had packed 39 children into a 30-seater bus, which then overturned. Many children were injured, some seriously.

Mr Sekgobela of the Department of Transport says school children must report overloading, drunken drivers or vehicles that are not roadworthy to their school principals.

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Look at the headlines and talk about what you think each news article is about.

School girl knocked over by car



A 12-year-old Northern Cape school girl was hit by a car when she tried to cross a road while the robot was red. The child was admitted to the St. John's Hospital. Mr Ndebele of the Department of Transport told school children to obey traffic rules.

Burning mattress sets house on fire

Three children were evacuated from a burning house in the Free State last night. The fire was caused when one of the children knocked a candle over onto the mattress they were sleeping on. The Riverside Fire Brigade arrived in time to rescue the children.

Officer Skosana of the Riverside Fire Department warns children not to handle candles, paraffin stoves, or any flammable substances.





TODDLER DRINKS PARAFFIN

A two-year-old child thought that the liquid kept in a cold drink bottle in their home was fruit juice. The child, who was rushed to the Red Cross Hospital in the Western Cape a week ago, was discharged today. According to Dr Komane, a spokesperson for the hospital, many children are treated for paraffin poisoning. "Families must not store paraffin in cold drink bottles", she said.



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Making unsafe places safe (cont.)

Let's write

Look at each of the articles again. Then fill in the answers to the questions in the table.

What is the headline?	What was the problem?	On what date did the event happen?	In which province did it take place?
Toddler rescued from river	A three-year-old fell in a river when her sister left her alone.	29 May 2012	KwaZulu-Natal













Emergency Phone Numbers	
Police	
Fire	
Ambulance	







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What is the message?	Who is the expert quoted in the news article?	How can we ensure that this does not happen again?
Children must always be supervised by a responsible adult.	Mrs Smith of the Department of Social Development.	Children must not be left unsupervised near water.









Draw a line to match the words on the left to their meanings on the right.

discharge	to be taken into hospital
admit	to be rushed out of a building
evacuate	things that burn quickly
flammable	to be let out of hospital
kidnap	a child below four years of age
toddler	to remove a person illegally from a home or family
child trafficker	a person who kidnaps and sells or abuses children





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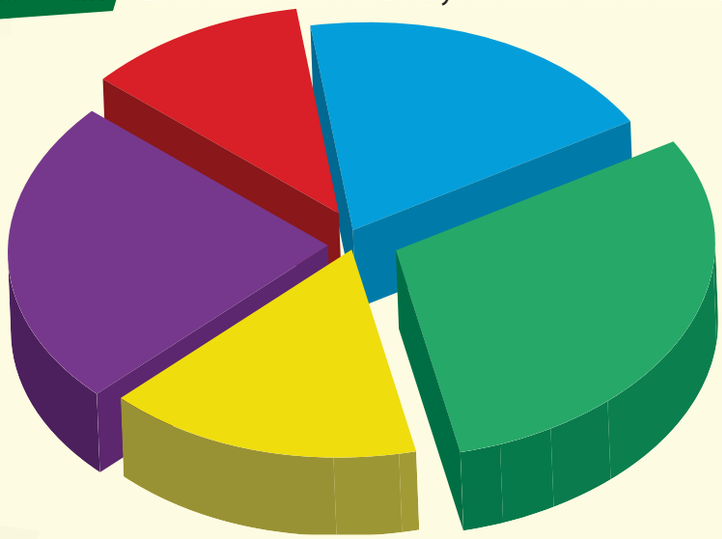
42

Thinking about safety

DATE

Let's talk Look at the chart and tell your friend about the kinds of problems children have.



	Water 19%
	Road 30%
	Fire 16%
	Household 24%
	Molestation 11%

Let's write Look at the chart again and then answer these questions.

Which is the greatest problem faced by children?	
What percentage of problems occurs in people's homes?	
What percentage of problems involve swimming or water?	
Which problem is least reported? Why do you think this is so?	

Now look at the newspaper articles in the previous worksheet again.
Fill in the headlines of the articles that can be classified in each of these groups.

Water accidents	
Fire	
Household accidents	
Child molestation	

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Let's match

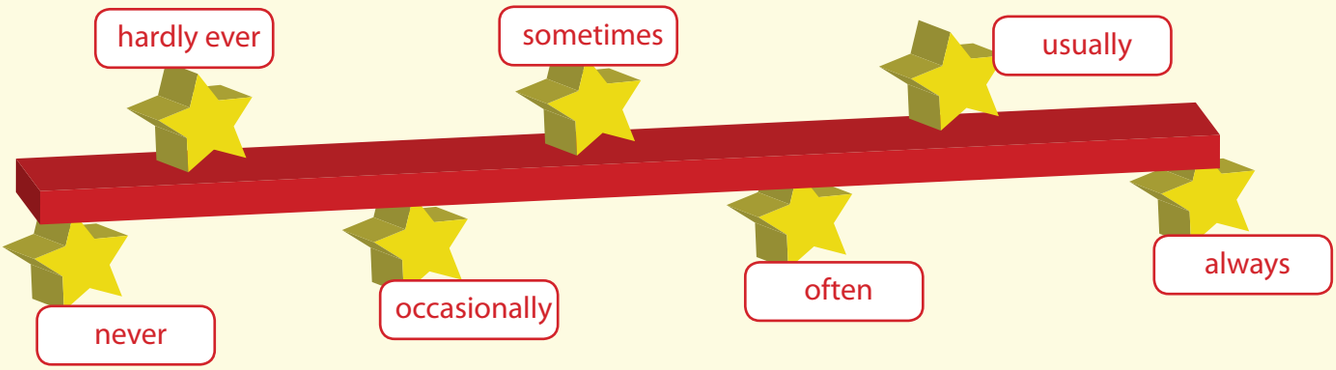
Show when these activities take place.
Draw a line to match each sentence to its correct adverb.

We play soccer every day.	weekly
We go to the library every week.	daily
We have a book club meeting every month.	now
We don't ever play hockey.	monthly
We are in class reading our books.	never

NEW WORDS

Let's talk

Tell your friend how often these things take place. Use the timeline to help you.



Let's write

Underline the time adverbs in these sentences.

I usually read a book before I fall sleep.	I always wear my uniform when I go to school.
I eat meat occasionally.	I hardly ever play tennis.
She often visits me.	I never go to the theatre.

Write sentences about yourself using these words.

never	
hardly ever	
occasionally	
sometimes	
often	
usually	
always	

Teacher:
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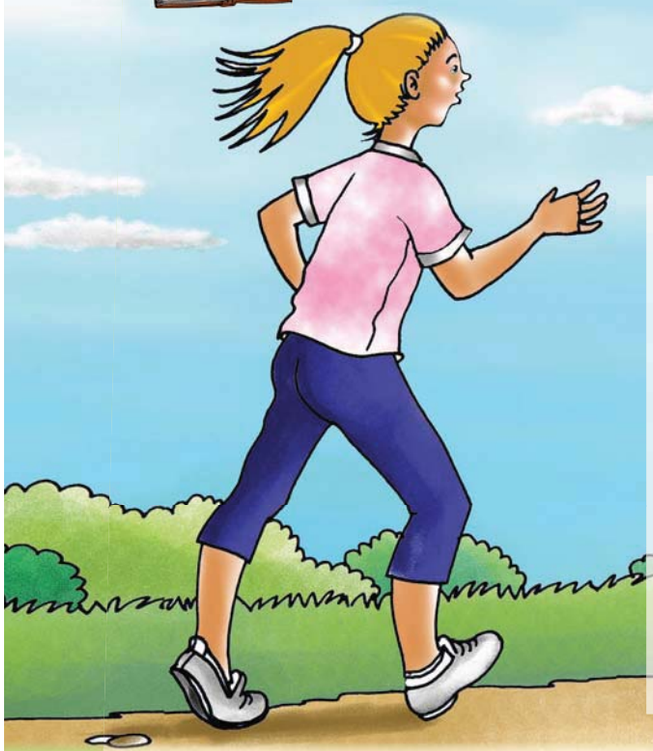
43 Caring for ourselves

DATE

Let's read Read the letter Brenda wrote to Mandu.



21 Walker Street
Walkerville 9000
1 June 2012

Dear Mandu

I hope you are well and are practising your running for the next marathon. I was injured but am now well again and am back on the track.

Two months ago, while we were training for the school marathon, I cut my foot on a piece of broken glass. I had to have four stitches. The field where we usually run, is full of litter and there is a lot of broken glass and tins. It looks unsightly and untidy but is also unhealthy.

As a result of my injury, the Grade 6 class decided to form an environmental club. We have taken on many activities: We began by cleaning and beautifying our school and the area around our school, especially the area where we run. We also

Let's write

Read the letter again carefully and then underline all the adverbs that tell us how frequently things happen. (Use the adverbial timeline in worksheet 42 to help you.)

Now answer these questions. Circle the letter next to each correct answer. If you are not sure of the correct answers, go back and read the letter again.

Why did the Grade 6 class decide to set up a clean-up programme?	
A	Because they like clean places.
B	Because Brenda cut her foot on glass.
C	Because they usually clean the school.
D	Because they wanted to grow vegetables.

What kind of pollution is NOT mentioned in the letter?	
A	Air pollution
B	Water pollution
C	Environmental pollution
D	Noise pollution

What was the main purpose of the letter?	
A	The writer wanted to tell her friend about the dying fish.
B	She wanted to tell her friend about her injury.
C	To tell her friend to train for the next marathon.
D	To tell how they decided to start an environmental club after she was injured.

Which of the following problems caused by pollution is NOT mentioned in the letter?	
A	We get asthma from air pollution.
B	We cut ourselves on broken glass.
C	Animals die from soil erosion.
D	Fish die from water pollution.

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planted grass and trees in the school playground. We usually water the grass in the afternoons, when the other children have gone home.

Our class also decided to start a vegetable garden. We now supply vegetables for our school lunches and occasionally, when there is enough, we take vegetables home for our families. I never used to like working in the garden, but now I enjoy it so much I am always in the garden. We learn a lot about plants and nutrition.

Once a week we clean up around the school. We sometimes clean the river banks because the fish are dying as a result of the water pollution. We have also spoken to the nearby factories about the air pollution they cause. Factories hardly ever care about what they are doing to our air. Many children suffer from asthma because of the smoke.

What is your school doing to fight pollution? Wouldn't you like to join us to see what we are doing at our school?

Your friend

Brenda





Let's write List 3 of the activities of the environmental club.

1 _____

2 _____

3 _____

List the 3 advantages of the vegetable garden that are mentioned in the letter.

1 _____

2 _____

3 _____



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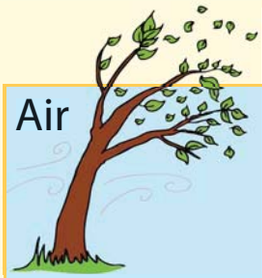
44 Checking your own environment

DATE



Walk around the school grounds with two of your friends and look at the environment inside and outside the school fence. Tick the correct column to indicate what the quality of the environment is and then write a reason for your opinion.

				Why do you say this?
Air 				
Water 				
Trees 				
Plants 				
Noise 				
Animals 				
Litter 				



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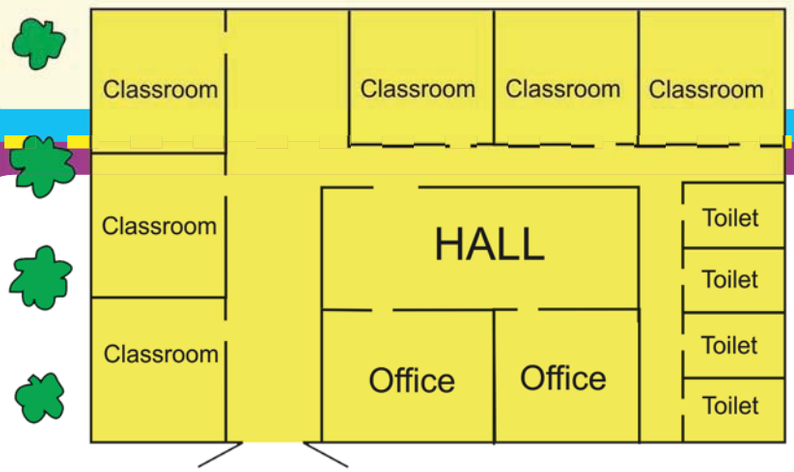
Now draw a plan of your school as seen from above. Label your drawing to show where any environmental problems are. Show your drawing to your friend and point out the areas where there are environmental problems. Mark these with a X.



NEW WORDS

The environment in and around my school.

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Date:

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Term 2 – Week 4

45

Michael gets a pet

DATE



Let's read





Michael begged his dad to let him have a guinea pig as a pet. His father said yes and made Michael promise that he would look after it.

"I will," promised Michael.

"Remember to be very careful with it and never pick it up by its tail."

"I won't," said Michael. "Will that hurt it?"

"Not only that," said his father solemnly. "Its eyes will drop out!"

"Really!" said Michael. He was astonished. "I'll be very careful then."

Michael made a hutch and prepared a bed, made of wood shavings, for the guinea pig. He went to the pet shop and chose a brown guinea pig.





The pet shop owner said, "You can give him fruit, raw vegetables and cornflakes. Oh, and by the way, don't hold him up by his tail or his eyes will fall out."

"I know that," said Michael. On the way home he wondered how a guinea pig's eyes could fall out. Surely they must be fixed in its head and couldn't just drop out on the ground!

Carefully he picked up the small animal and looked at its face. Its eyes seemed quite ordinary and normal. Michael turned the wriggling little animal between his hands. He was very careful and felt a little scared in case he touched its tail by accident. Where was this dangerous tail?

He inspected the guinea pig carefully every now and again. He couldn't find any tail at all!

At last, Michael ran inside the house. "There is something wrong with my guinea pig," he said to his mother. "It doesn't have a tail!"

His mother laughed and laughed.

"Guinea pigs don't have tails," she said. "It's an old joke".

"You were all teasing me," said Michael, feeling a little foolish. But then he managed to laugh at himself, and lovingly carried his tailless pet back to its new home to play with it.

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Let's write

Circle the letter next to each correct answer.
If you are not sure of the answers, go back and read the story of Michael and the guinea pig again.

Why did Michael inspect the guinea pig again and again?	
A	He did not want to touch the tail.
B	He wanted to see if the eyes were fixed.
C	He was looking for the tail.
D	He wanted to be careful with it.

What colour was the guinea pig?	
A	White
B	Brown
C	Black
D	Grey

Why was Michael so careful while handling the guinea pig?	
A	In case he touched its tail.
B	Because it was so small.
C	Because it was wriggling.
D	Because it did not have a tail.

"Every now and again" means:	
A	Occasionally
B	Often
C	Always
D	Never

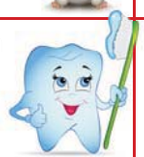


NEW WORDS

Imagine you are the guinea pig that Michael bought. Write a diary entry on how you felt when Michael came into the pet-shop and bought you. What kind of home did Michael put you in, and what kind of food did he give you to eat? Was Michael really scared that your eyes would fall out?



When you form the plural of words ending in o, you must add -es in most cases, e.g. potato becomes potatoes.

mouse 	
tooth 	
foot 	
tomato 	
hero 	
potato 	

Dear diary

Date

Teacher:

Sign:

Date:

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46

The tale of the tail

DATE



These words are called homophones. They sound the same but they are spelled differently and have different meanings. Use a dictionary to help you find the meanings of all the words, and use them to write sentences.

tail	
tale	
sail	
sale	
bail	
bale	
wail	
whale	
flour	
flower	



Read these words carefully.

speak	spoke
break	broke
steal	stole
eat	ate
write	wrote
fall	fell

fly	flew
go	went
sing	sang
drive	drove
take	took
give	gave

get	got
have	had
catch	caught
think	thought
buy	bought
sleep	slept

Now use 3 sets of words to complete these sentences.

Today

Yesterday

Today

Yesterday

Today

Yesterday

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Let's write

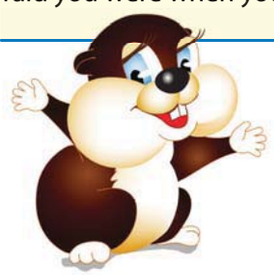
Fill in these prepositions into the correct spaces. Use each preposition only once.

backwards | in | with | into | than | on | during | behind | towards

_____ the afternoon, Michael walked _____ the guinea pig, holding it lovingly _____ his arms. The guinea pig was smaller _____ he thought it would be. He put the guinea pig _____ a cage and then he put the cage _____ top of the bookshelf _____ the door. Michael then ran _____ his father's car but his dad was reversing his car _____.

"Dad," he called, "the guinea pig doesn't have a tail!"

Now, imagine you are Michael. Write a letter to your friend to tell your friend that you now have a guinea pig. Tell your friend how afraid you were when you received the pet.




Dear _____

Your friend

Teacher:
Sign:
Date:

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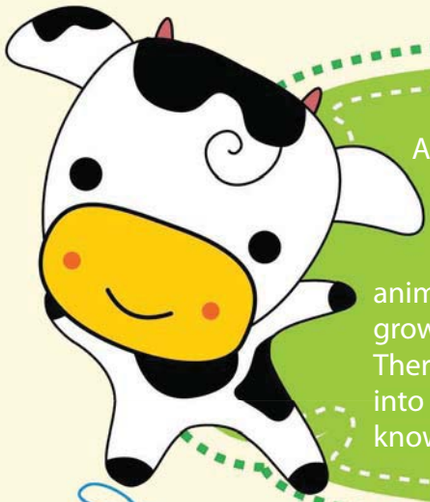
47

Animals big and small

DATE

Let's read

Read this information about animals and then answer the questions on the next page.



Animals come in different shapes and sizes -- from big elephants to little guinea pigs to tiny snails. Some animals are so small that we can only see them through a microscope. All animals need to breathe air and they need to eat to grow. There are millions of different kinds of animals. There are so many animals that scientists divide them into different groups. Did you know that people are also animals?



Vertebrates

Animals with backbones are called vertebrates. You have a backbone, so you are also a vertebrate.



Invertebrates

Animals without backbones are called invertebrates.



What do they eat?

Animals that eat plants are called herbivores.

Animals that eat other animals are called carnivores.

Animals that eat both plants and animals are called omnivores.



What are mammals?

Mammals are animals that have hair or fur. Mothers feed their young with milk produced by their bodies to their babies. Human beings are mammals. When we are young, we are fed on our mother's milk.

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What are birds? Birds have wings and feathers, a beak and claws for gripping, and sometimes birds like ducks have webbed feet for swimming. Most birds can fly. Some birds are small and some are as large as an ostrich. The ostrich can't fly but it can run very fast. Birds are warm-blooded animals.



4 000	4150	6500	8 800	21 500	1 million
Amphibians	Mammals	Reptiles	Birds	Fish	
Vertebrates					Invertebrates





What are amphibians?

Amphibians are cold-blooded animals. They live in water and breathe with gills at the beginning of their lives. Later they move onto land and breathe with lungs. Examples of amphibians are frogs and toads that lay their eggs in the water.

What are reptiles?

Reptiles have scales and lay eggs. They are cold-blooded animals. This means they can't keep their bodies warm in cold weather. They need lots of sunshine to keep warm. In cold winters, they hibernate. This means they sleep through the winter months. Turtles and tortoises are reptiles. A tortoise spends all its time on land and the turtle spends most of its time in the sea.

What are fish?

Fish are cold-blooded animals. They spend their whole life in water. Some live in the sea and some in fresh water; in rivers and lakes. Fish need to breathe under water. How do they do this? Water enters the fish's mouth and passes over its gills that take in the oxygen. The water then leaves through the fish's gills.



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48

Sharing our world with animals

DATE



Let's talk Tell your friend 5 facts that you learned when you read the previous worksheet.

- What animals are cold-blooded?
- What does "cold-blooded" mean?
- How do fish breathe?



Let's write Fill in 5 animals in each list.

Vertebrates	Invertebrates

Tick whether these animal groups are warm-blooded or cold-blooded.

	Mammals	Birds	Amphibians	Reptiles	Fish
Warm-blooded					
Cold-blooded					



Let's write Look at these sentences and then underline the adverbs.

Reptiles sleep in the winter months.

Ostriches can run very fast.

Some fish live in fresh water.

More adverbs

When we want to say more about an action, we can use an **adverb**. Adverbs tell us about **time** or **place** or **manner** (how an action is done).

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Write the adverbs in the table, under the correct heading.

When?	Where?	How?

NEW WORDS

Let's write

Complete each sentence using an adverb from the list.
Underline the verb the adverb describes.
In the right-hand column, fill in whether the adverb refers to when, where or how.

Turtles move slowly.	
_____ did you arrive at school?	
You must _____ look before crossing the street.	
Today is Tuesday, _____ was Monday.	
He held the guinea pig _____.	
He looked _____ at his guinea pig.	
I have not been _____ before.	

Let's do

World Environment Day will be celebrated on the 5 June. Your school district is having a children's art competition, and you are going to enter. Design a poster that shows how we share our world with plants, trees, animals, insects or birds.

Teacher:
Sign:
Date:

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Near and far

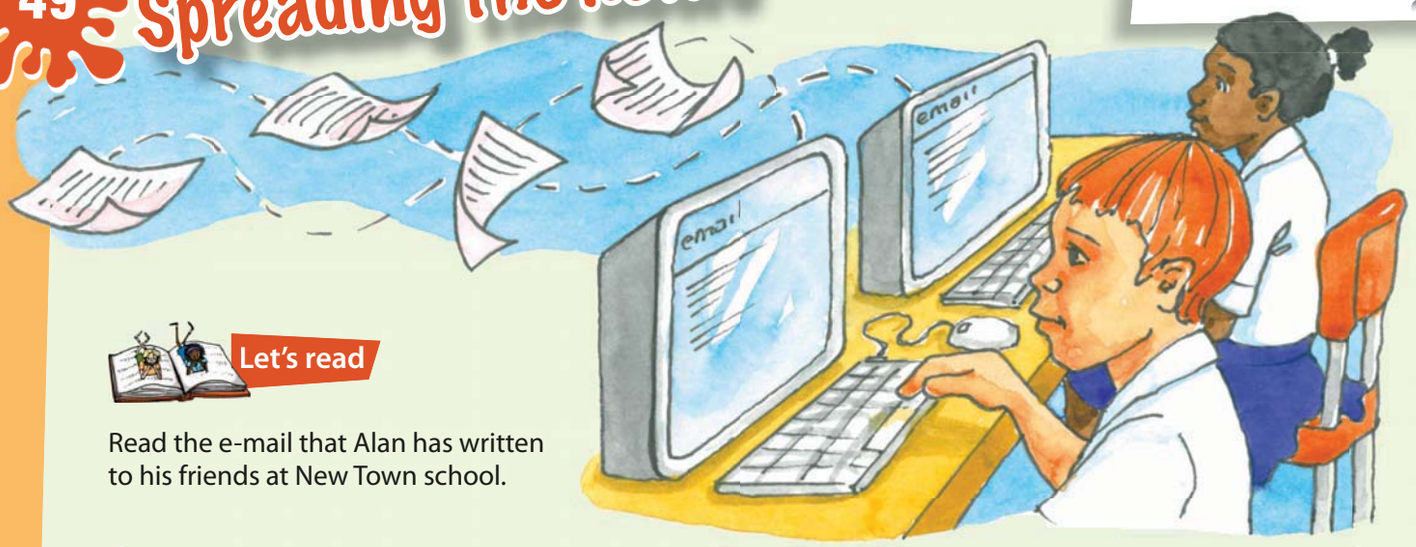






49 Spreading the news

DATE



Let's read

Read the e-mail that Alan has written to his friends at New Town school.

To: bongi@library.com, jabu@library.com, ann@library.com, sam@library.com

From: alan@school.com 1 October 2012 14:22

Dear Bongi, Ann, Sam and Jabu,

As you know, I have moved to the city. Gauteng is a busy province. More than 11 million people live here! That is 5 and a half million more than the population of Limpopo. I really miss Limpopo.

There are more than 1 000 children in my new school. The school is near the park and the swimming pool. This is lucky for me, because I live in a block of flats on the 4th floor and we do not have a garden, but I can play in the park. I am also lucky that I live opposite an internet café. I go there often to play computer games.

I am hoping that I will be chosen for the soccer team, but I am not as good as the other under-13 boys. I am hoping to get into the B team.

I hope to hear from you the next time you visit the library.

Bye

Alan

Send



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Let's write

Answer these questions.

Who wrote the email?	
On what date and at what time was the e-mail sent?	
What is Alan's email address?	
What is Bongi's email address?	
Where did Alan move from?	
Where did Alan move to?	
How does Alan cope with not having a garden to play in?	
Does Alan think he will be selected for the soccer team? Why?	
How many people live in Gauteng province?	
How many people live in Limpopo province?	

Let's write

Write an email to an imaginary friend who lives in another province. Talk about what has happened to you so far this term.

To: _____@_____

From: _____@_____ Date:

Dear

Send

Now use the main points from your email to compose an SMS to the same friend.



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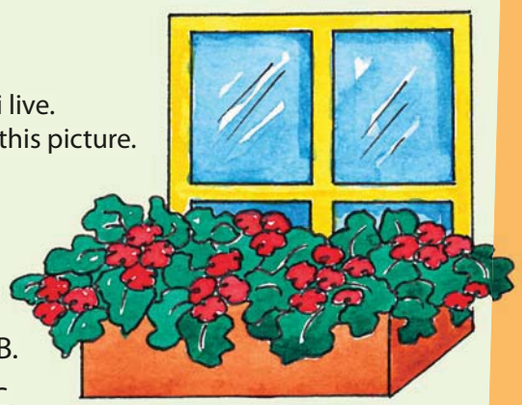
50 About where we live

DATE



Let's talk

Look at the block of flats in which Alan and Thandi live.
Say where the artist was standing when she drew this picture.



- How many storeys or floors are there in this building?
- How many flats are there in this building?
- Mark the flats that Allan and Thandi live in.
  - Allan lives in the middle flat on the 4th floor – flat number 4B.
  - Thandi lives in the third flat on the 3rd floor – flat number 3C.



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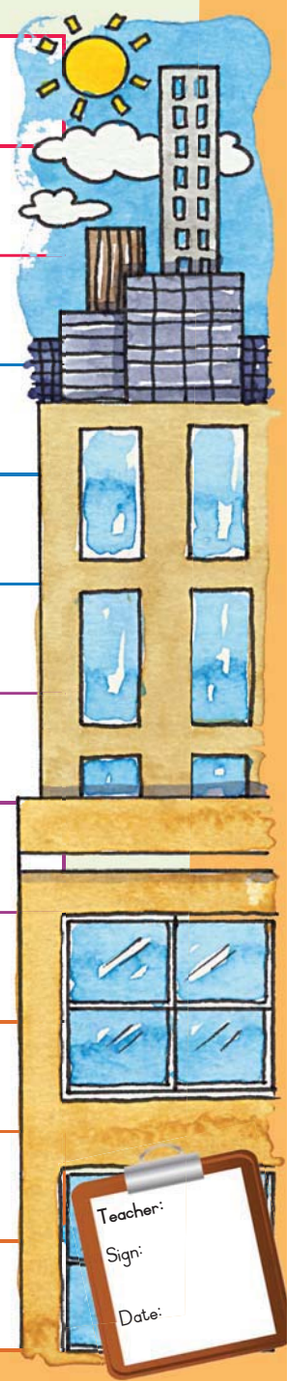
Let's write

Look at what people are doing in the block of flats. Now look at the activities in the table below. In which flats are the people doing these activities? Write the number of the flat in the space provided. Use the numbers along the sides in the **red** column and the letters along the top in the **blue** column.

NEW WORDS

Allan is doing his homework.	**4B**	The girl is taking her medicine.		The girl is reading her library book	

Now choose 4 flats. Write three sentences about what is happening in each of the flats. Start your sentences with **today**, **yesterday** and **tomorrow**.



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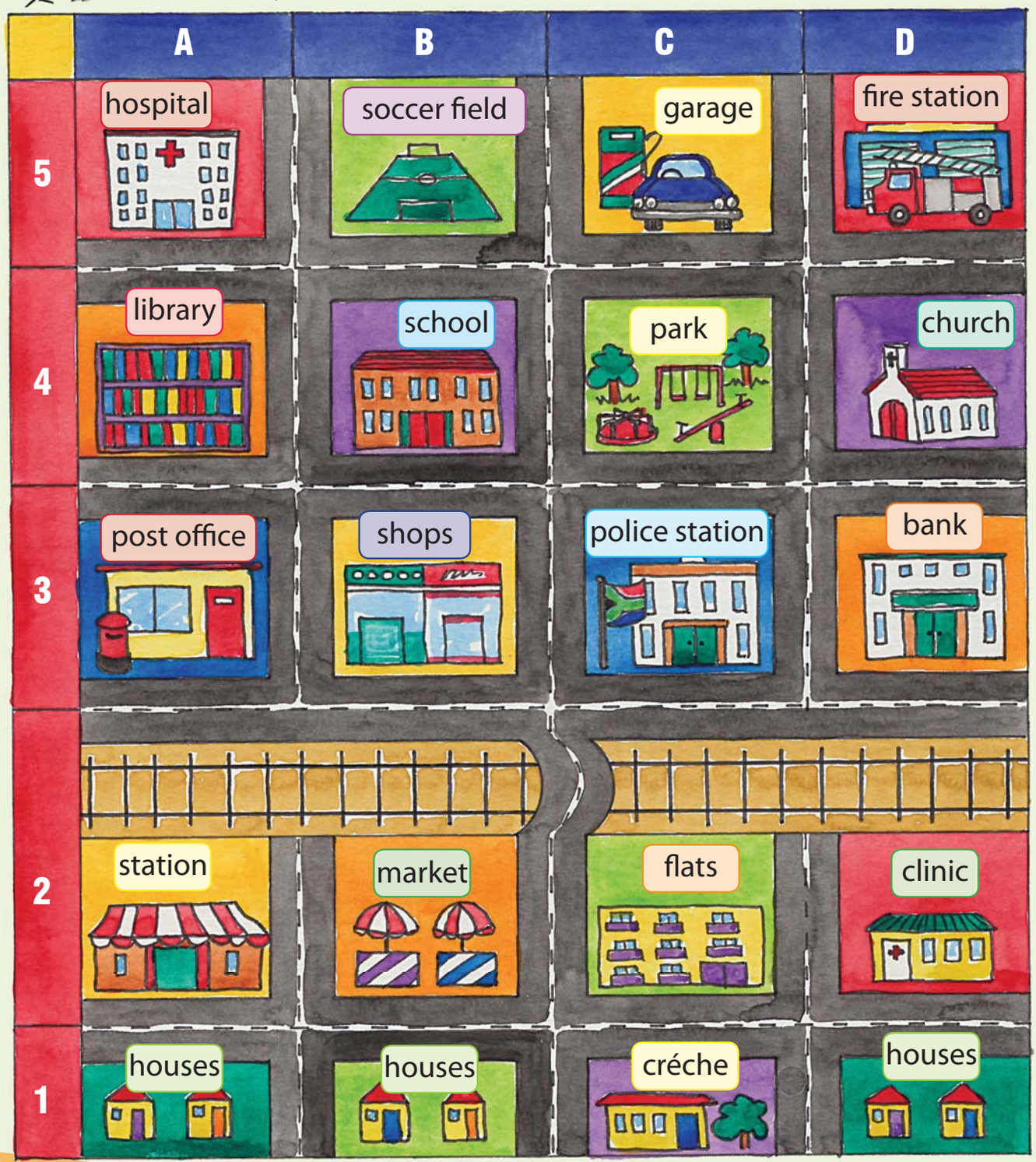
51 Places where we live

DATE

Let's talk

Look at the map and talk about the places on it. Say what is in each block and point to it. Then say what places are close by. Look at the railway line. What is on either side of the railway line?



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Let's write

Now say where each of these places is. Use the **red** numbers from the left of the map and the **blue** letters from the top of the map.

Where is the clinic?	2D	Where is the hospital?	
Where is the church?		Where is the police station?	
Where is the fire station?		Where are the flats?	
Where is the school?		Where is the post office?	
Where is the bank?		Where is the park?	

NEW WORDS



Let's write

Now talk to your friend about the different places on the map. Answer these questions together and then fill in the answers.

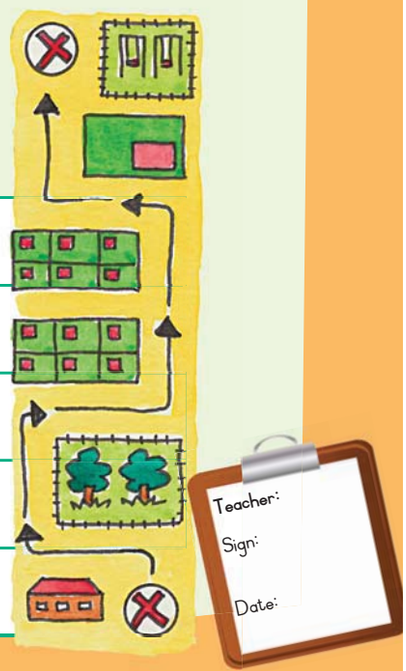
Name 2 places that are near to the school.		
Name 4 places that are opposite the park.		
What places are opposite the fire station?		
Which place is nearer to the school, the park or the clinic?		
Are the flats near to or far from the school?		
If there were a fire at the market, how far would the fire engine need to drive? Count the blocks.		
Where would you like to live? Say which block and say why you chose this block.		

Let's talk

Give your friend directions from any 5 places on the map. Don't say where you are directing your friend to. See if your friend can find the place by following your directions.

Let's write

Mark two places that are far apart on the map. Write directions on how to go from the one place to the other.



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52 Describing things

DATE



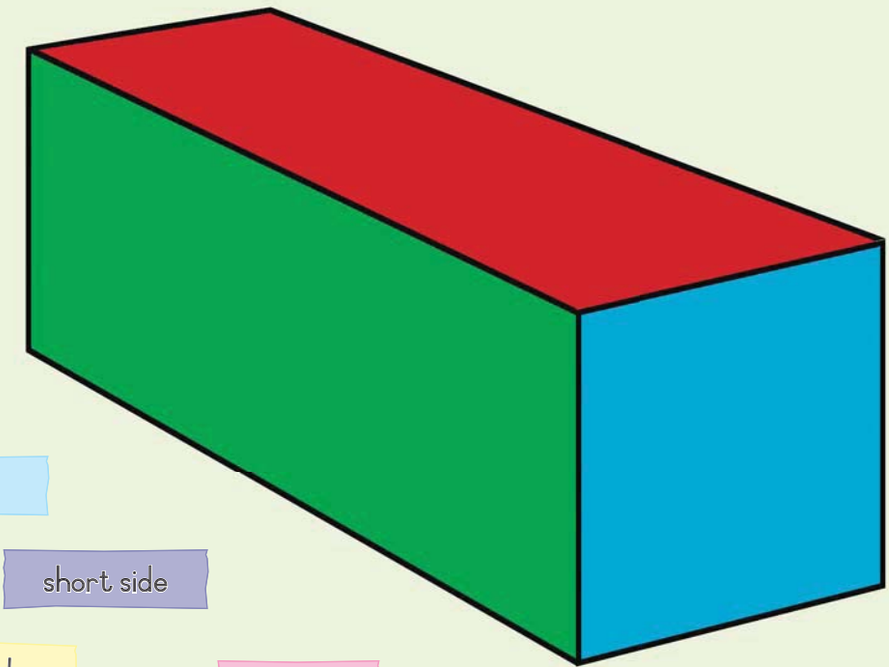
Let's talk

Can you think of times when you have to describe to someone else what something looks like?



Let's read

Look at the box in the picture below. You can see one long side, which is coloured green. The other long side, which you cannot see, is also green. The long top is coloured red, and the long bottom, which you cannot see, is also red. The short side is blue, and the other short side, which you cannot see, is also blue.



Now label the box, using these words to help you.

red

blue

short side

green

long side

long top

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Let's write

Look at the box again and then use the words provided to complete these sentences. The first one has been done for you.

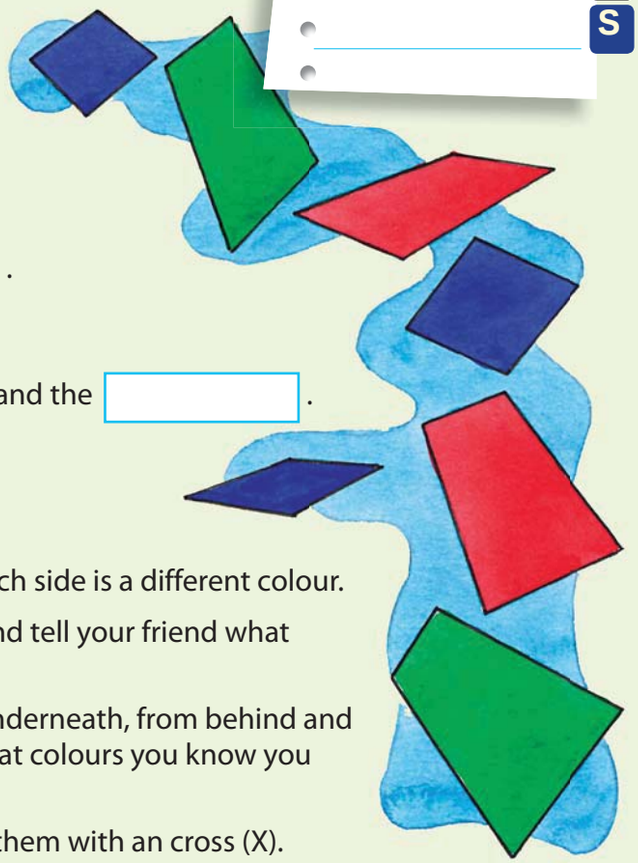
short blue side

short side

long green side

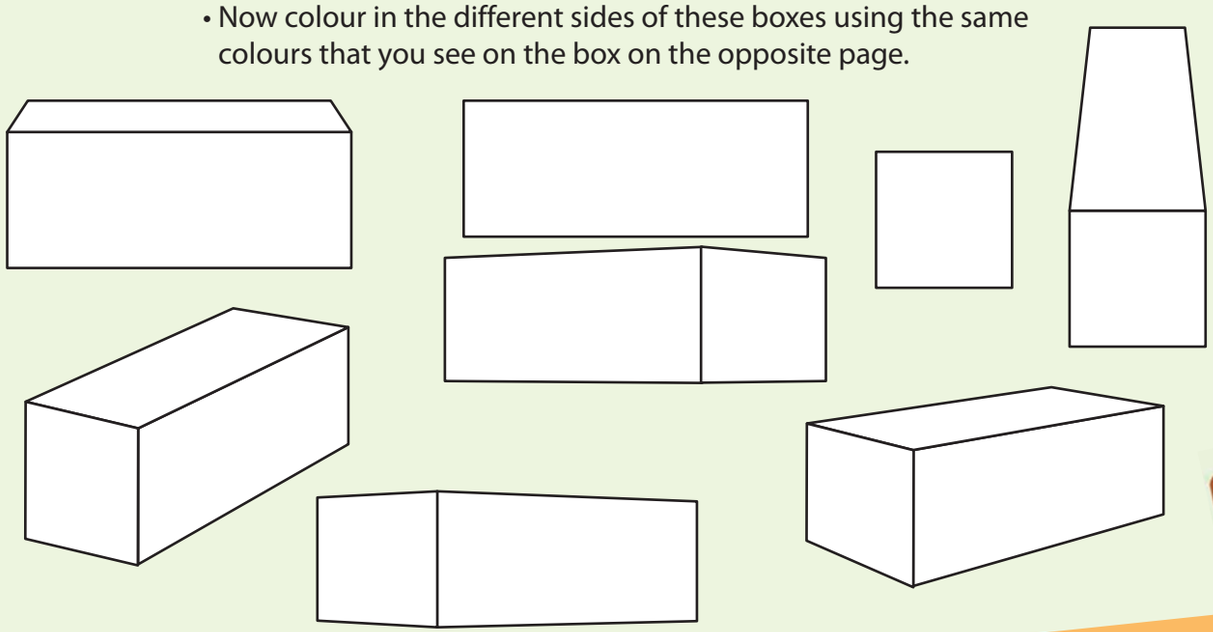
1. I can see the long green side and the red top.
2. I can see the _____ .
3. I can see the _____ and the _____ .
4. I can see the _____ .
5. I can see the _____ , the _____ and the _____ .
6. I can see the _____ and the _____ .

NEW WORDS



Let's do

- Talk about the colours of this box. Each side is a different colour.
- Point to the sides that you can see and tell your friend what colour each side is.
- Imagine you can see the box from underneath, from behind and from the left side. Tell your friend what colours you know you would see.
- Find the lines that are parallel. Mark them with an cross (X).
- Find the corners and mark them with a tick (√).
- If you have a box with you in class, look at it from all sides.
- Now colour in the different sides of these boxes using the same colours that you see on the box on the opposite page.



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Sign:

Date:

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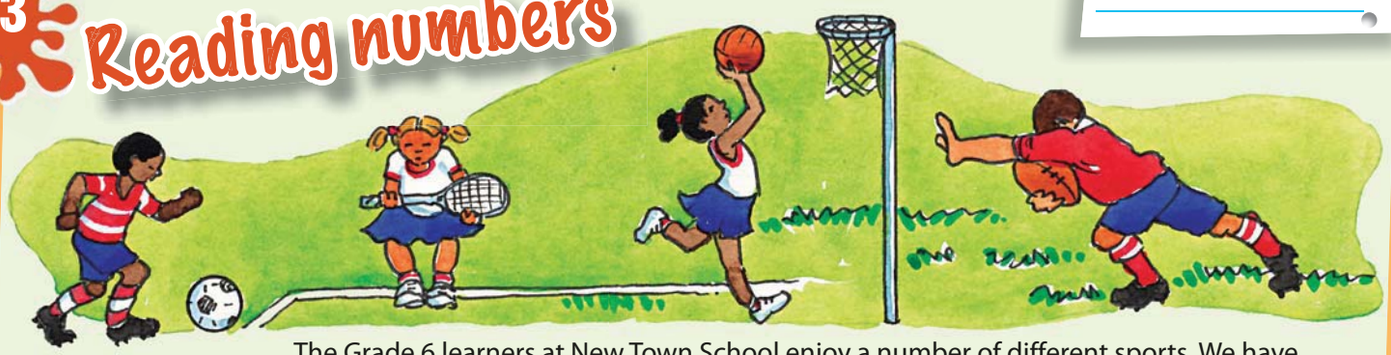
53

Reading numbers

DATE

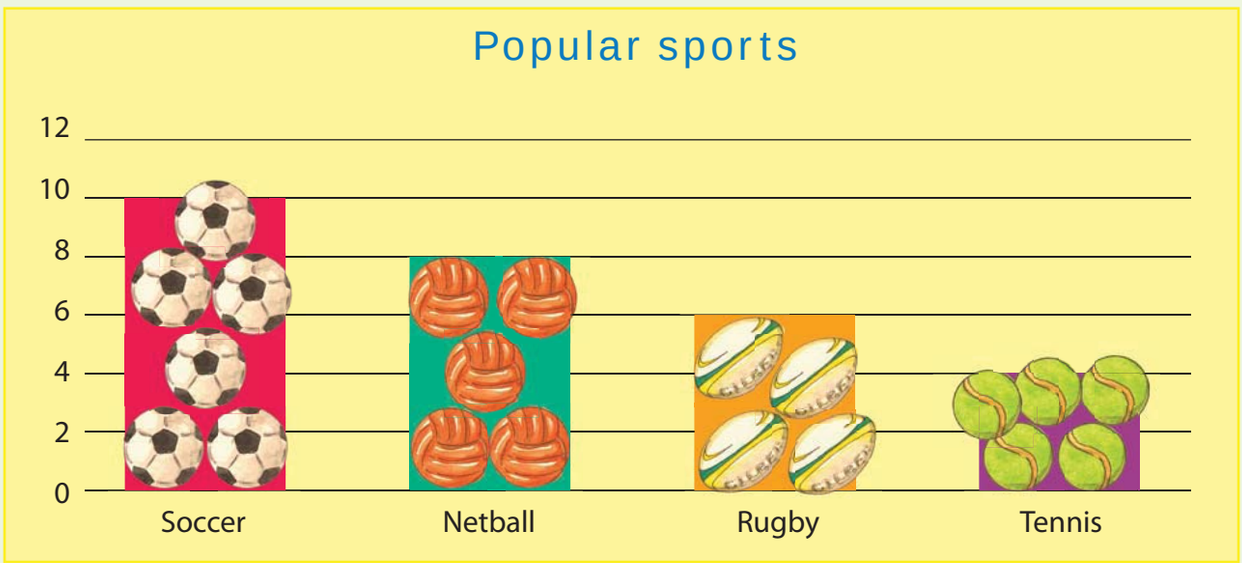




Let's talk

The Grade 6 learners at New Town School enjoy a number of different sports. We have presented them in three different ways. Look at the charts on your own for a few minutes, and then discuss them with your friend.

This kind of picture is called a bar chart. It tells us which sports children like.
Look at the bottom line and tell your friend which sports are mentioned.
Look at the numbers up the left side of the chart and say what numbers are mentioned.





Let's write Answer these questions.

Which sport is the most popular?	
How many children like netball?	
Which sport is the least popular?	
Do the children in your school like the same sports?	

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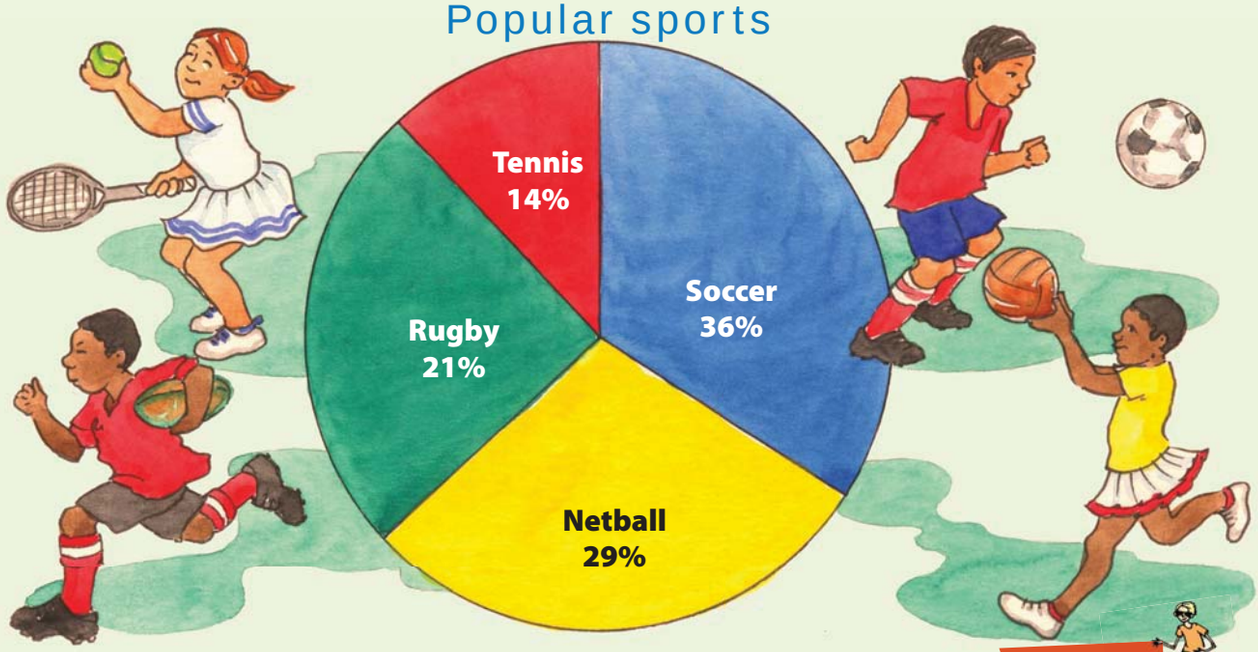
Let's talk

This kind of picture is called a pie chart, because it looks like a pie that has been sliced. It tells us what percentage (%) of children in Grade 6 likes which sports.

Look at the % on each slice and tell your friend what percentage of children like the different sports.

Popular sports





Let's write

What sport is the most popular?	
What % of the children like this sport?	
Which sport is the least popular?	
What % of the children like this sport?	

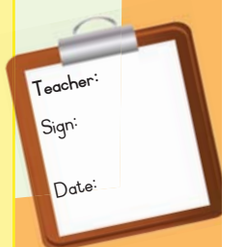


Let's talk

This kind of picture is called a pictograph or a pictogram. It uses pictures to show the percentages of children participating in sports. Look at the number at the end of each bar and tell your friend how many children like each sport. Look at the pictures used to illustrate each bar. Do they match the labels on the left-hand side?

Popular sports







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54

Getting it right

DATE



Let's talk

Talk to your friend about this table, and use it to help you to practise forming **negative** sentences using **do not** and **does not**.

I	do	not	like rugby.
You			cross the road when the robot is red.
We			play soccer.
They			get angry easily.
He	does		eat lots of sweets.
It			rain in winter.
She			watch television every day.
It			snow in South Africa.









Let's write

Now use the table and any other examples you can think of to write sentences in the negative form. We've done the first one for you.

He does not like rugby.



Now write the short form for these negatives

do not	does not	should not	will not	cannot
don't				



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Let's write

Look again at the negative sentences you wrote. Now turn each one into questions starting with do or does.

Does he like rugby?



Select and circle the correct word in each sentence. Use the table on the opposite page to help you.

Do/**does** you like living in Johannesburg?	Penguins **do**/**does** not fly. They swim.
He **do**/**does** not play tennis at school.	Where **do**/**does** you live?

Fun

Give your friend directions to different places on this map. Always start your directions from the school.

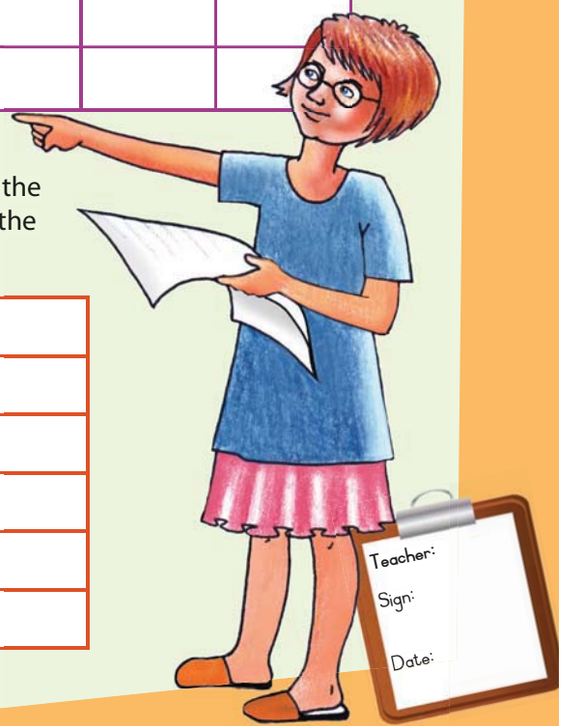


		shop						
river					library			
							shop	
pool				school				
						post office		
	market							park
			dentist					
		internet cafe						

Let's write

Read the directions and fill in where they are going in the column on the right. Remember all directions start at the school.

I am going 2 blocks south and 3 blocks west.	
I am going 4 blocks south and 2 blocks west.	
I am going 4 blocks west.	
I am going 3 blocks north and 2 blocks west.	
I am going 1 block north and 3 east.	
I am going 2 blocks north and 1 block east.	



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DATE

55 More map work

Let's read Look carefully at the map and then answer the questions that follow.



South Africa

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Let's write

Answer these questions after studying the map.

How many provinces are there in South Africa?	
Which province has the most people?	
Which province has the fewest people?	
Which two provinces have the same number of people?	
Which province do you live in?	
How many people are there in your province?	
What is the capital of KwaZulu-Natal?	
What is the capital of the Northern Cape?	
Which province has fewer than 2 million people?	
Which provinces are next to the sea?	
Which is the biggest province in size?	
Which province has the longest coastline?	

Word work

Translate these words into your first language.

most	
least	
more than	
fewer than	
how many?	
larger	
smaller	
million	
thousand	
parallel	
corners	





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56

Children in different places

DATE

Let's read



My name is Malebo. I live in Soshanguve in Gauteng. I am 10 years old and I am in Grade 5. I speak Sepedi at home. My hobby is reading. I belong to a book club and we meet every Saturday at the library. We tell each other what books we have read and we then exchange our books. I hope to become a librarian when I leave school.

I am Lulama and I live in Umtata. Xhosa is my first language but I also speak Zulu. I am 11 years old and I am in Grade 6. My special talent is music. My father is a trumpeter, and he taught me to play. When I finish school, I would like to study music at university.



I am Ndivhuho. I am Venda-speaking. I live in Thohoyandou in Limpopo. I am 14 years old and I am in Grade 9 at school. I play soccer for my school and I also play soccer for the under 15 Junior Black Leopards. I hope to become a professional soccer player when I finish school.

Let's write

After reading the descriptions of each of the children, fill in their details in the table.

Name	Age	Grade	Language	Province	Hobby	Wants to be

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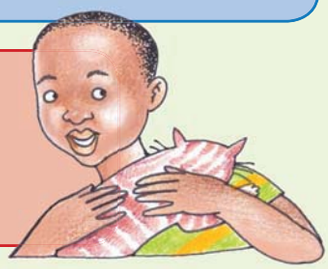
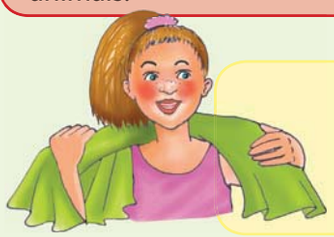
I am Phaladi from Mafikeng in the North West province. I am 12 years old, I speak Setswana and I am in grade 7. My friends and I belong to an environmental club. We get together on the weekends and clean up the parks and river banks. We have lots of fun doing this because we enjoy being together helping to preserve our environment. I would like to become a game ranger when I finish school.

I am Zodwa and I come from Nelspruit in Mpumalanga. I am a 9-year-old Siswati speaker in Grade 5. I love animals. I have 3 dogs and 2 cats. When I leave school, I would like to become a veterinary surgeon. I help out at the SPCA every Saturday. We have a Cat-care group and we look after stray animals.

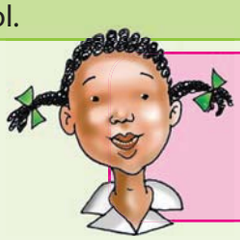




I am Marieta. I live in Cape Town in the Western Cape. I am Afrikaans-speaking and I am in Grade 12. I love to swim and I spend most of my time at the beach. I have trained as a life guard. Next year I want to study to become a teacher.

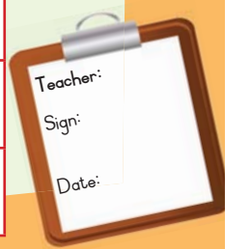
I am Jan and I live in Kuruman in the Northern Cape.
I speak Afrikaans. I am 13 years old and in Grade 7. My hobby is growing vegetables and exotic plants. I want to be a horticulturalist when I leave school.





I am Mandu. I live in Umlazi in KwaZulu-Natal. I speak isiZulu and English. I am 14 years old and I am in Grade 9. I have joined a first aid Club at my school. I want to be a nurse when I leave school. First aid is very useful. I have already saved a little boy's life.

Now write a description of yourself.



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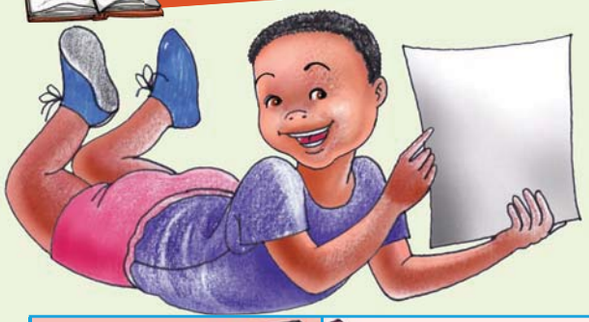
DATE

57 About me

Let's read Take a look at Mandla's CV.



What is a CV?

People will often ask you for a CV containing information about yourself and about what you have done in your life. A CV gives personal information as well as information about your education. It also says what your hobbies and interests are.

CV is short for curriculum vitae, which means your life path.

Name	Mandla Ntuli
Date of birth	21 March 2003
Address	24 Luthuli Road Green Village New Town 9876
Telephone	031 0000000
School	New Town Primary
Grade	Grade 6
Hobbies	Playing soccer for the school team Playing soccer for the community club Reading Swimming Computer games





References: Names of two people who know me

My teacher Mrs A Shabalala Grade 4 teacher New Town Primary School Ntuli Road Tel: 000 1234567	My soccer coach Mr J Smith Bluetown Soccer Club First Avenue New Town Tel: 000 7654321





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Let's write

Now that you have read Mandla's CV, answer these questions.

Where does Mandla live?	
What is his phone number?	
What school does he go to?	
What grade is he in?	
What are his hobbies?	
Which soccer club does Mandla belong to?	
Which two people will give Mandla a reference?	

NEW WORDS



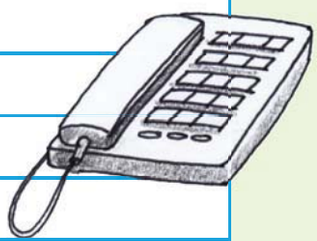


Write a CV for yourself. Fill in your information in this CV.

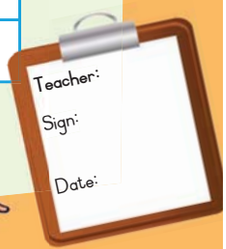
CV for _____

Full name	
Date of birth	
Address	
Telephone	
School	
Grade	
Hobbies	
References: Names of two people who know me	
1	
2	











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Term 2 – Week 7

58 A radio interview

Let's read

DATE

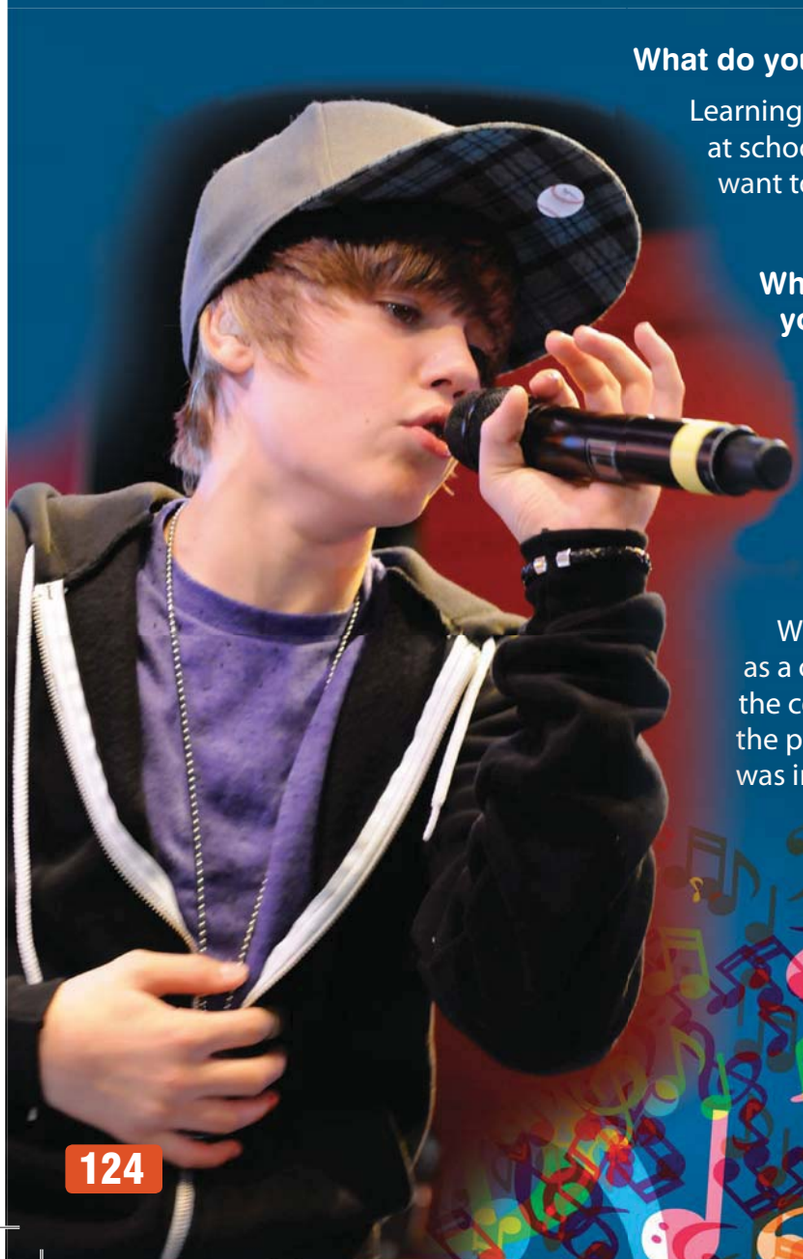
Today we have a very special guest: none other than the world famous Justin Bieber! Welcome to our radio show for tweenagers, Justin! We know that our listeners are huge fans of yours, and that they would love to learn more about you. We would like to thank you for being willing to talk to us.

Where and when were you born?

I was born in Canada on the 1st of March, 1994.

What was your life like before you started your music career?

I grew up alone with my mother. My father lived in another town. We were poor and I didn't have the things my friends at school had. But I made music and I was happy at home.



What do you think of education?

Learning is very important. All children must work hard at school. When I am older, I want to go to university. I want to keep becoming a better person.

What sports and other leisure activities do you like?

I like hockey and soccer and I like playing chess. I also like playing musical instruments. I can play the guitar, the piano, the drums and the trumpet.

How did your career take off?

When I was 12, I entered a singing competition as a contestant, and I won second prize. A video of the competition was loaded onto You Tube. One of the people who saw the video was a producer, who was impressed with my singing and with the way I

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played my drums, guitar, piano and trumpet. He became my manager. I was 13 then. Since then, I've been performing and travelling all around the world.

What do you miss about your earlier life?

I spend lots of time travelling. I really miss home. Most of all, I miss my friends and my family, and my dog Sam.

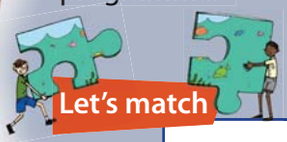
What message do you have for other young people?

I want to tell others that you can do anything if you just put your mind to it.



Let's talk Discuss these questions with your partner.

- Who do you think would be more interested in knowing about Justine?
  - – People from cities or from rural areas?
  - – Older or younger people?
- Do you know what a "tweenager" is? It means children who are between 11 and 13 years old. Are you a tweenager?
- Are pop stars or sports stars interviewed on any of the radio or TV programmes that you listen to or watch? What are the names of the programmes?



Let's match Draw a line from each word in the left-hand column to its meaning in the right-hand column.

contestant	start
perform	job
career	competitor
impressed	interested
take off	sing or play an instrument



Let's write Fill in a card for Justin.

Name	
Age	
Country	
Language	
Hobbies	



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59

Thinking about the stars

DATE

Let's write

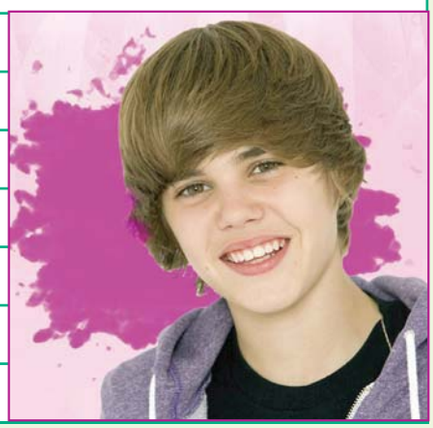
Read the interview with Justin Bieber again, and then answer these questions.

How old is Bieber today?

Which sentence tells us he was poor as a child? Write the sentence.

What is his career?

What does he miss about his earlier life?



Let's talk

Find out which stars your friends like most. They can be sports stars or pop stars. Fill in the names of sports or pop stars in the yellow space at the bottom of this table. Now ask ten friends which of these stars they like most. For each person, colour in a block above the name of the star they select.

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				

Fill in the names of sports or pop stars here. You can think of any famous person and write it in the yellow space. Colour in the columns from the bottom up.

Who is the most popular star selected by your friends?

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Let's write

Write a special card to the star selected by your friends.
Congratulate him or her on being so popular.



Now imagine you are one of these special stars. Write a diary entry for one day of your life.



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Term 2 – Week 7

60

Let's look at the real stars

DATE



Let's read **Read the passage and fill in your own details.**

We all live on planet earth.

You live in a home on _____ **street or road.**

The street is in a village or a town called _____ **.**

The village or the town is in _____ **province.**

Sun

Mercury is closest to the sun. It is the hottest planet.



Mercury



Venus



Earth

Jupiter is so big that all the other planets could fit inside it.



Mars



Mercury, Venus and Mars are solid rock like Earth.

The outer planets, Jupiter, Saturn, Uranus and Neptune, consist of gas.

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The province is in South Africa.

The country is on the continent of Africa.

Africa is on planet Earth.

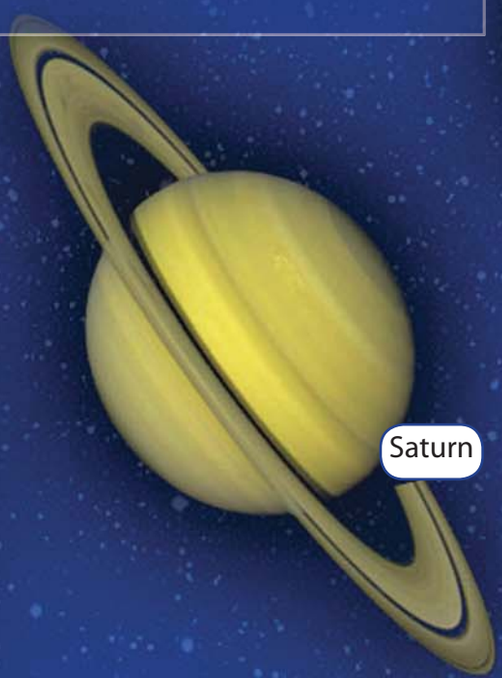
And Earth forms part of the solar system.

Earth is one of the eight planets in the solar system.

The planets orbit or go round the sun.









There were nine planets in our solar system. It was decided that Pluto was too small to be considered a planet. It is now called a dwarf planet.

The planets are named after the old Roman gods.

Jupiter	The king of the gods
Saturn	The god of agriculture
Mars	The god of war
Mercury	Messenger of the gods
Venus	The goddess of love and beauty



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61

Out of this world

DATE

Let's write Look back at the previous worksheet and then answer these questions.

Which planet is closest to the sun?		
Which is the largest planet in the solar system?		
Which is the hottest planet?		
Which is the smallest planet, now known as a dwarf planet?		
Which planet is named after the goddess of love?		
Which planets are solid right through?		
Which planets are mostly gaseous?		

Let's write Let's look at adjectives. Adjectives tell us more about nouns. What do these adjectives tell us? First underline the adjectives in each of these sentences. Then say whether the adjective tells us about:

colour taste type size





The earth is a blue planet.	
Jupiter is the biggest planet.	
We ate delicious cake at her party.	
We have woollen hats for winter.	









When we compare different things to each other using adjectives, there are certain rules. Most one-syllable adjectives take -er and -est.







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We add more or most to almost all adjectives with two or more syllables. Examples of these are the adjectives care/ful and in/ter/est/ing.

We say more + careful and most + interesting



Let's write Complete this table of adjectives. An example has been done for you.

care/ful	more careful	most careful
beau/ti/ful		
	more colourful	
peaceful		
		most wonderful
interesting		
	more important	

Write three sentences using words from the above table.



Teacher:
Sign:
Date:

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62

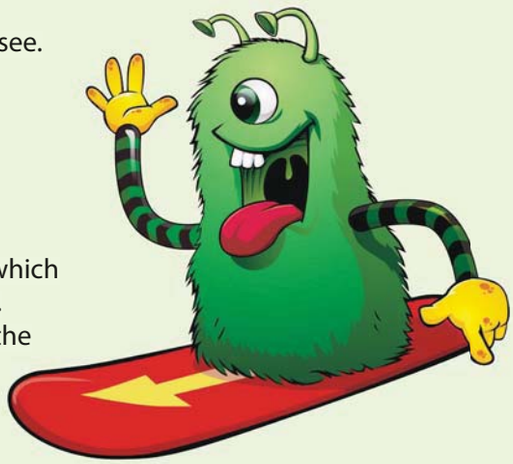
Meeting an alien

DATE





Let's talk Look at the picture and talk about what you see.



- Do you think there are people living on other planets?
- If there are, what do you think they look like?



Let's role play Make up a role play with your friend in which you interview an alien from outer space. Ask your friend questions starting with the words below.



Let's write Now fill in your questions and the alien's answers.

You	The alien
What	
Where	
Why	
When	
Who	
How	

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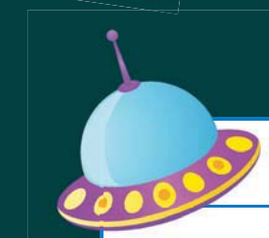
Let's write

Now describe the alien. Say what it looks like, what size it is, what colour it is, what shape it is, how it moves, and so on. Write as many sentences as you can to describe it.



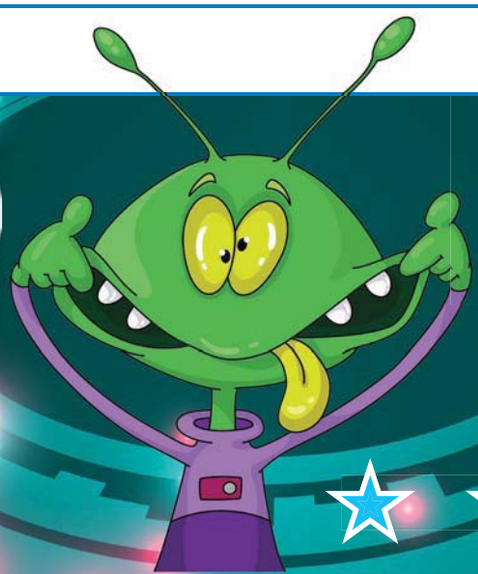












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63 More about language

DATE



Fill in one of the following articles to complete these sentences: **the** **a** **an**

_____ book belongs to me.	_____ dog is sick.
I live in _____ yellow house.	I want _____ ice cream.
Do you have _____ pen for me?	May I have _____ orange?
I need _____ new bag.	_____boy was late for school.

Using the, a or an
Remember we use **the** when we are talking about a specific member of a group. Example: The boy had to return **the** book to the library. We use **a** or **an** when we are not referring to a specific thing or person. Example: I got **an** apple from **a** friend.

And, because and **so** are conjunctions. We use them to join sentences.

Draw a line to join the words in the blue box to the correct words in the pink box, in order to complete the sentence. In each sentence, underline the joining word or conjunction.

He walked across the road <u>because</u>	I went to the library.
She took out her recipe book because	I looked at the notice board.
I was going to play soccer so	the robot was green.
I did not know which days we had netball practice so	I took my soccer boots to school.
I went to be bed late and	she wanted to bake a cake.
I had nothing to read so	we were playing a match.
We went to the sports field because	could not wake up in the morning.
She went to the clinic because	she was feeling sick.
He ate his vegetables because	the post was too slow.
She sent her friend an email because	they are healthy.

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Let's write

Fill in the correct pronouns in each of these sentences. Don't forget to use a capital letter at the beginning of a sentence.



I	my	_____ have packed _____ bag for my trip.
our	we	_____ have a big dog at _____ home.
you	your	Do _____ have _____ book with you?
his	he	_____ has _____ book but not his pen.
she	her	_____ has left _____ book at home.
it	its	_____ hurt _____ paw when it fell.
mine	my	This is _____ book. The book is _____.
their	theirs	They took _____ car to the garage. That bike is also _____.

Let's write

Do you remember the difference between its and it's? Fill in its or it's to complete these sentences.





_____ important to save water.

The cat licked _____ paws.

_____ going to be cold tonight.

The bird flew to _____ nest to feed _____ chicks.

_____ not nice to be caught in a storm.

I am going to work in the garden while _____ still light.

Let's write

Now see if you can fill in the correct words in the sentences below. Use the words in the box to help you.



by	to	outside	down	outside	under

Ben goes to school _____ bus.

We go _____ school from Monday _____ Friday.

When you play with a ball you must play _____ and not in the house.

She sat _____ and read her book _____ the tree.



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64 About books

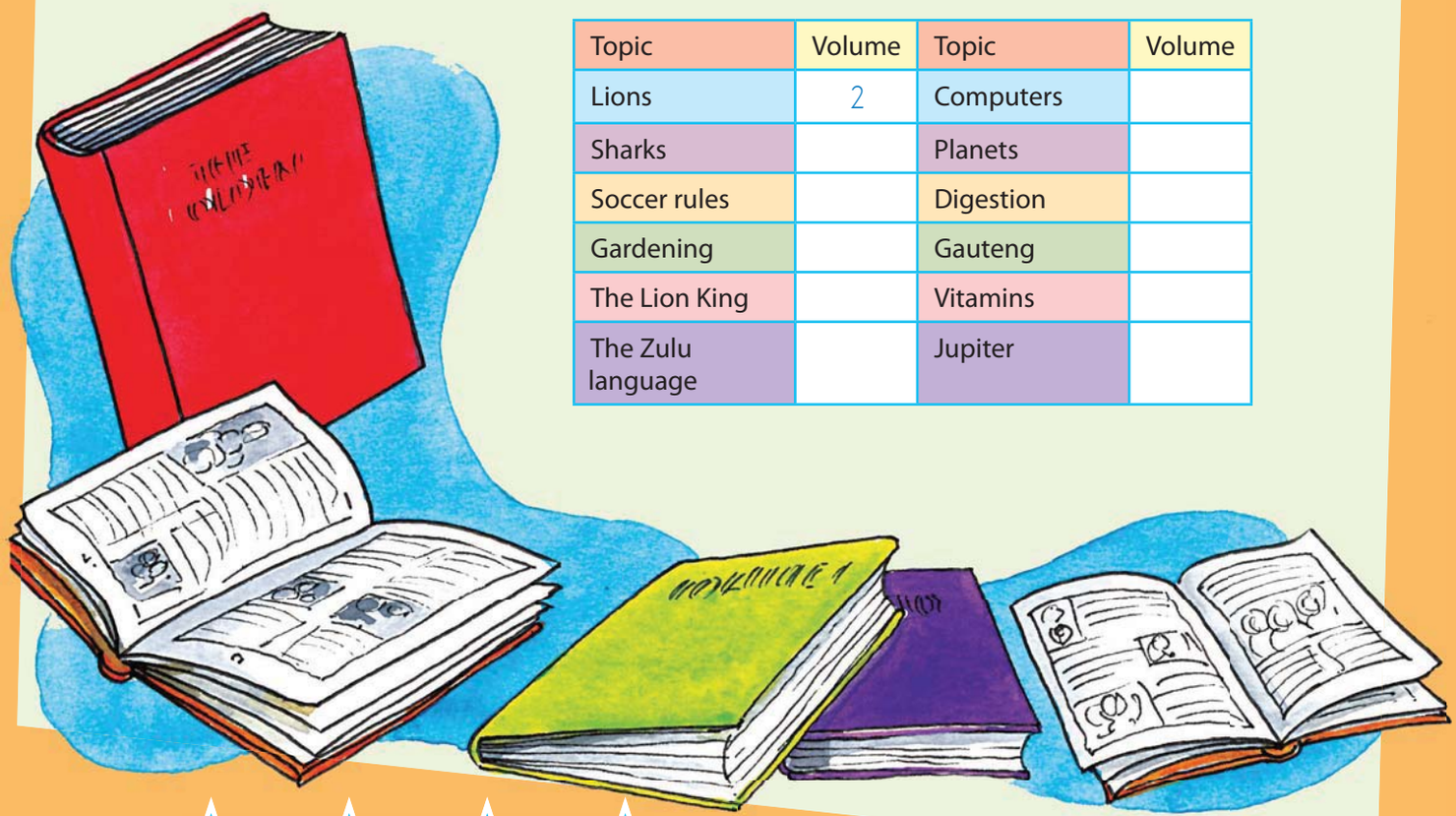
DATE



When we use an encyclopaedia, we need to use scanning skills to see which volume we will need to look in. Fill in the details of the volume they will need to look in to find each subject listed in the table below.



Topic	Volume	Topic	Volume
Lions	2	Computers	
Sharks		Planets	
Soccer rules		Digestion	
Gardening		Gauteng	
The Lion King		Vitamins	
The Zulu language		Jupiter	



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Let's write

What book are you reading? Fill in details about the book below.

Name of book	
Author	
Who are the main characters?	
What is the book about?	

Let's play a space game. Use a dice and markers to play, and blast off from number 1.



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Dictionary

A a

B b

C c

D d

E e

F f

G g

H h

I i

J j

K k

L l

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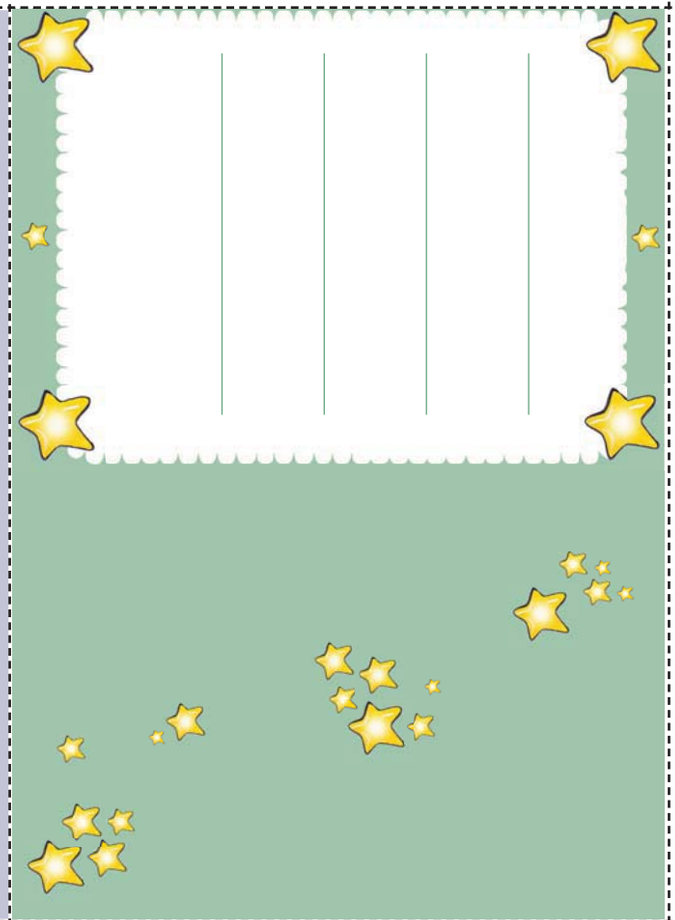
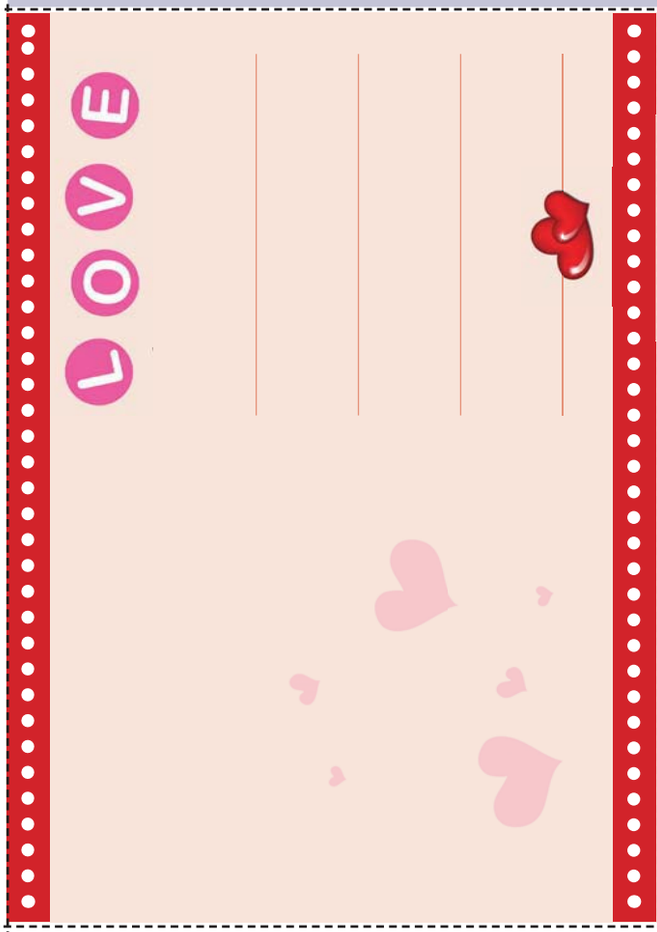
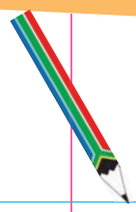
Happy
birthday




LOVE


Mommy
Mother
Love
Hug
Mom
Day



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